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LIBERAL EDUCATION AND NURSING

CHARLES H. RUSSELL

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

HE7430

LIBERAL EDUCATION
and
NURSING

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FOREWORD

IN 1956 THE CARNEGIE CORPORATION OF NEW YORK GRANTED FUNDS TO the Institute of Higher Education, Teachers College, Columbia University, for a study of liberal education in undergraduate professional schools. After analyzing the feasible scope of such a project, it was decided that eight types of professional schools should be included: agriculture, business administration, education, engineering, journalism, music, nursing, and pharmacy. These fields account for more than half of all the first degrees offered in all types of institutions of higher education in this country, and more than four-fifths of all those awarded in professional fields.

The study has been conducted along several lines. The first project consisted of the preparation of an extensive but selected and annotated bibliography in each of the eight fields covering (1) the historical origins of liberal education as a part of professional courses of study; and (2) the present status of liberal studies as represented in catalogues, official institutional pronouncements, the published documents of accrediting bodies, and in professional literature. On the basis of these readings a critical statement was prepared in each field reviewing the evolution of liberal studies as an integral part of professional programs. The bibliographies and statements, in mimeographed form, are available at the Institute.

A second type of inquiry was concerned with a statistical analysis of the attitudes of faculty members in representative professional schools of all eight varieties supplemented by a small group in home economics whose opinions were submitted through schools of agriculture. The results of this part of the study have been issued by the Institute under the title *The Liberal Arts as Viewed by Faculty Members in Professional Schools,* by Paul L. Dressel, Lewis B. Mayhew and Earl J. McGrath.

A third approach consisted in visits to a small number of institutions selected to represent the whole group on the basis of geographical location, public or private support, size of student body, and other factors of statistical significance. In these visits the person conducting the inquiry sought answers to a host of questions concerning the amount and kind of nonprofessional subject matter included in undergraduate curricula. Special attention was given to the forces on individual campuses which appeared to strengthen or weaken the program of liberal arts studies included in the professional curricula. The information gathered in these interviews with administrative officers, faculty members, students, and others was supplemented by extensive readings in the literature of the subject, and frequently by direct correspondence with the appropriate persons in the cooperating institutions and elsewhere. All the material relevant to particular professional schools has been analyzed and, to the extent possible, generalizations have been drawn and recommendations prepared which seemed justified by the findings.

The present monograph, the first in the series of reports on the eight professions, was prepared by Charles H. Russell of the Institute staff. It represents a distillation of the opinions of innumerable persons in the field of nursing and in education generally. It also consists of Mr. Russell's own conclusions on this subject, developed over several years of intensive inquiry, discussion, and reflection. Throughout there are recommendations for the guidance of those who believe that the curricula of schools of nursing should be broadened to include a larger proportion of general studies for the more complete education of the prospective members of the profession for their vocational duties and for the larger responsibilities and activities of life. Similar monographs, dealing with other professional fields, will be published in the early future. These will be followed by a summary statement embodying the findings in all.

Though the report is the product of Mr. Russell's own thought and work, this study could not have been completed without the unselfish cooperation of a host of people. The Institute of Higher Education wishes to express its gratitude to the deans and directors of programs in colleges or departments at the following institutions for having replied to its request for various types of information:

> University of Arkansas; Boston College; Boston University; University of Bridgeport; University of California at Berkeley (School of Nursing at Medical Center in San Francisco); Catholic University of America; University of Cincinnati; University of Colorado; University of Connecticut; Dillard University; Duquesne University; Florida Agricultural and Mechanical University; Medical College of Georgia; Georgetown University; University of Hawaii; Indiana University; State University of Iowa; Long Island University; Louisiana State University; Loyola University; Marquette University; University of Maryland; University of

Michigan; University of Minnesota; University of Missouri; University of Nebraska; University of Nevada; Niagara University; University of North Carolina; University of North Dakota; Ohio State University; University of Oregon; University of Pennsylvania; University of Portland; Russell Sage College; Rutgers University; College of St. Catherine; St. John's University; College of St. Theresa; University of San Francisco; University of South Carolina; Stanford University; Texas Christian University; University of Utah; Wagner College; State College of Washington; Western Reserve University; University of Wisconsin; University of Wyoming.

The faculty members and students who were consulted in the institutional visits deserve special thanks. The following individuals arranged the interviews or otherwise gave generously of their time. At the University of California: Dean Lulu Wolf Hassenplug, Miss Virginia Crenshaw (Acting Dean during the spring semester, 1959), Dean David F. Jackey of the College of Applied Arts, and B. Lamar Johnson; at Columbia University: Eleanor Lee, Director of Nursing, and Helen F. Pettit, Director of Nursing Education; at Cornell University: Dean Muriel Carbery, and Associate Dean Veronica M. Lyons; at Skidmore College: Agnes Gelinas, Chairman of the Department of Nursing, President Val H. Wilson, and Dean Norma MacRury; at the University of Washington: Dean Mary S. Tschudin, Vice President Thiel, and Professor Solomon Katz, Executive Officer of the History Department; at Wayne State University: Dean Katharine Faville, Associate Dean Rozella Schlotfeldt, and Dean Victor A. Rapport of the College of Liberal Arts.

The Institute expresses its fullest gratitude to Eleanor Helm and Margaret Bridgman of the National League for Nursing and to Mildred Montag of the Department of Nursing, Teachers College, Columbia University, for their willingness to discuss the issues involved in the unification of liberal education and nursing education; and to Bernice Anderson, also of the Department of Nursing, Teachers College, Columbia University, for her encouragement and kindness in reading the manuscript.

Though the Carnegie Corporation of New York shares no responsibility for the findings or recommendations in this report, the Executive Officer of the Institute wishes to express his gratitude to the officers of that organization for the financial support which made the study possible.

EARL JAMES MCGRATH
Executive Officer

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Chapter 1

PROFESSIONAL EDUCATION FOR THE SECOND HALF OF THE TWENTIETH CENTURY*

THE EVENTS OF THE PAST SEVERAL YEARS HAVE SHARPLY FOCUSED attention on the purposes and the functions of American higher education. Stimulated by the advances in science and technology in other parts of the world, educators and laymen have become particularly concerned with the merits of professional and technological education on the one hand and liberal studies on the other, and even more with the relationships which should obtain between them.

The questions involved are ancient. Even as early as the fourth century B.C., Aristotle, in his *Politics*, expresses the prevailing differences of opinion about the purposes of education when he says that "the existing practice [of education] is perplexing; no one knows on what principle it should proceed—should the useful in life, or should virtue, or should higher knowledge, be the aim of our training; all three opinions have been entertained. Again, about the means there is no agreement."[1] Ever since those ancient days partisans of both types of education have defended their respective merits. The debate continues today with renewed vigor, and for a number of reasons it is timely.

First, the general public is agitated by the advances of the Russians in the fields of science and technology. Americans are raising questions about the reasons for what they rightly or wrongly consider to be the superiority of the Russians in the type of education basic to their startling achievements in the sciences. Although the issues involved in these ques-

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*By Earl J. McGrath. The ideas in this chapter are considerably elaborated and expanded in *Liberal Education in the Professions* by Earl J. McGrath (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

[1] Aristotle, *Politics*, Book VIII, Chapter 2 (New York: The Modern Library, 1943), p. 321.

tions extend far beyond the boundaries of higher education, some of the more urgent problems as seen by many educators and thoughtful laymen are related to the functions and programs of colleges and universities.

Those who advocate an intensification of education in the professional and semiprofessional vocations and in the fields of scholarship concerned with science have the onerous responsibility of describing how preparation for the other broad activities of life is to be adequately provided. Those, on the contrary, who stress the social and personal values of liberal education must realistically face the increasing need in the modern world for persons with advanced training in an occupational field—and to show how this is to be furnished in increasing measure. The significance of occupational education can be appreciated only when it is realized that a hundred years ago 75 per cent of all professional men and women were engaged in four fields, medicine, law, theology, and teaching. Now there are twenty-two hundred occupations requiring highly trained manpower, and ten to twenty more are added annually. As valuable as liberal arts education may be, it cannot provide the specialized training required by those employed in these new vocations. It is necessary and reasonable, therefore, to reconsider the full complement of educational services these highly skilled workers must have if they are to be vocationally efficient and civically competent.

Second, for several decades the proportion of all college students attending professional units in colleges and universities has steadily mounted. Many of the present schools, such as those in business administration and journalism, were inconspicuous, if not completely missing, in the total enterprise of higher education at the turn of the century. There were, for example, only three schools of business before 1900 enrolling a mere handful of students. Now tens of thousands of students attend several hundred such institutions. The growth of the divisions of colleges and universities devoted to the various forms of education directly related to an occupation is evident from the enrollments in these institutions. Dael Wolfle has shown that in 1901, of all the first degrees granted, the aggregate of those in business, agriculture, education, and engineering, was only 4.1 per cent of the total awarded by all types of institutions.[2] By 1951-53, however, the corresponding figure had risen to 46.4 per cent, or almost half the first degrees awarded. If these students are to receive any education other than that which prepares them for their occupational activities, this general education must in some manner or other be made an integral part of the professional program. There are many issues in this merging of two sets of educational objectives which deserve thoughtful analysis on the basis of which systematic planning can take place.

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[2] Dael Wolfle, *America's Resources of Specialized Talent* (New York: Harper & Brothers, 1954), p. 292.

Third, although the series of questions involved in establishing the proper proportions and relationships between the professional and the liberal education of college-going youth most obviously apply to the universities, those queries must also be answered by the faculties of liberal arts colleges. These older units in our system of higher education, like their sister institutions, have in the past several decades inaugurated a wide variety of professional and semiprofessional curricula. Another study conducted by the Institute of Higher Education[3] has revealed that some independent liberal arts colleges offer more than twenty vocationally oriented programs leading to one or another bachelor's degree, and that virtually all such institutions provide some instruction of this type. Moreover, the specialization in the various conventional liberal arts departments has now become so intense that to all intents and purposes these programs are no less vocational than their counterparts in schools of engineering, business administration, and education. If, therefore, the graduates of the liberal arts colleges are to leave these institutions adequately prepared to live intelligently and effectively in the larger sphere of life outside their occupation, the same questions which are matters of consideration in the separate professional schools must be raised concerning the relationship between general and specialized education in the liberal arts colleges.

Fourth, there is increasing concern among our citizens about the rising cost of higher education in money and in time. Medical education is the prime example of the steady lengthening of the course of formal study and the consequent increase of the financial burden on the student and his family. As late as 1900 young men could enter a medical school with no more than a secondary schooling and complete the medical course in two academic years considerably shorter than they are at present. Now the average for premedical and medical education is eight years, to which are added varying but usually long periods of internship or residency.

In some schools of education, nursing, pharmacy, and commerce, and in other professional fields as well, formal education has been extended to five or six years. Serious social problems are involved in the steady extension of preemployment education. There are curtailments of earning capacity, maladjustments in personal and family life, and an often unrecognized selection of individuals whose parents are in the social and economic groups which can afford the large capital investment required to complete a long professional course of study. This investigation is only tangentially concerned with these latter matters. It is, however, directly concerned with the related question as to whether a more carefully considered plan for the total education of the individual, involving a clarification of the purposes and character of both liberal and professional education, could not keep the scope of higher education within more reasonable and defensible bounds.

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[3] Earl J. McGrath and Charles H. Russell, *Are Liberal Arts Colleges Becoming Professional Schools?* (New York: Bureau of Publications, Teachers College, Columbia University, 1958).

Finally, developments in adult education now provided by almost all institutions of higher education, and the opportunities for continuing education of high quality within commerce and industry, make necessary a reexamination of the amount and kind of higher education a prospective practitioner needs before he enters upon his intended life work. With the wealth of postgraduate educational opportunities now available, all baccalaureate curricula, both those in professional schools and in liberal arts colleges, require critical reappraisal to determine as objectively as possible which educational functions can most properly be performed before graduation and which can most profitably be conducted after the individual actually assumes his vocational responsibilities. A review of these matters again requires a reconsideration of the relationships between the various types of instruction now offered in undergraduate programs which too often operate under the fallacious assumption that the student's education does and necessarily must conclude on the day of graduation.

These, then, are the chief reasons for the present study of the curricula of selected undergraduate professional units in colleges and universities. Before undertaking the detailed analyses of various institutional policies and practices it was necessary to explore the meaning and purpose of liberal and professional studies and to establish a working basis for properly interrelating these dual functions in an integrated whole.

In considering a desirable preemployment higher education for vocational competence, one must begin with the assumption that such education is necessary and desirable in the United States today. To some this suggestion may appear obvious and fruitless. Yet many educators and laymen question the whole concept of an undergraduate education to earn a living except as general, nonvocational instruction may provide that preparation. They would be satisfied with, or even prefer, either no training other than that provided on the job, or a formal vocational education beginning at the postbaccalaureate level. Such a concept is unrealistic because of the over-all purposes of higher education in our democratic society with its increasingly complicated economic structure and its mounting demands for higher education for individuals of ever more varied abilities, interests, and vocational objectives.

If the existence of undergraduate professional schools is justified there can be no question that they must prepare students for their prospective work in a particular family of occupations. If the baccalaureate curriculum in commerce, for example, is not related to the activities of business enterprise, its existence *per se* cannot be justified. Some of those who have analyzed the need for education for business, and for other vocations as well, have advocated programs of studies so general that the *raison d'être* of a school of commerce is denied by the very breadth and remoteness from business activities of the studies they recommend. Such proposals really obviate the need for specialized education, or at least reserve it for graduate study or on-the-job training.

Even if such views were defensible in the abstract, they are unrealistic. The undergraduate professional units of our colleges and universities are firmly established in the academic structure and in the minds of our people. They are here to stay. They will be augmented by others in the years ahead. Enrollment trends in institutions of higher education show that undergraduates in professional schools increasingly outnumber those in liberal arts colleges. Hence, the meaningful question to be asked about the professional schools is how their offerings can be patterned to meet the needs of youth who have at least a tentative vocational objective, but whose education must be so designed as to prepare them to act as intelligently in the broader contexts of life as within the spheres of their own work.

A review of the emerging characteristics of the American economy and the history of higher education supplies convincing evidence that the number and the variety of baccalaureate programs with a specific occupational orientation will inevitably increase. It is important, therefore, that steps be taken now to justify the assumption that undergraduate professional schools will have both vocational and general objectives, and that these aims will be clearly reflected in the structure and the content of the curriculum. The compelling responsibility of those who determine the character and substance of undergraduate professional education is to design curricula which prepare the individual concurrently for a specialized calling and for the other varied activities of life. At first sight these broad purposes might appear to be visionary and unattainable within the normal four- or five-year period. If, however, only clearly comprehended and essential purposes control curriculum planning, and if all instruction which does not manifestly contribute toward the attainment of these twin objectives is cut away, a defensible program can be designed. The success of such an effort will, however, be dependent upon the acceptance of the basic principle that the professional course of study ought to be a whole in which traditional liberal arts instruction and the technical courses related to a particular occupation are joined to provide the full and relevant higher education appropriate to the needs of our times.

Before considering the matters of fact and theory which are germane to a discussion of the structure and content of professional undergraduate education it should be observed that much of the early education in this country in all professional callings was narrowly technical. Most curricula in that day and indeed up to very recent times emphasized handbook information and rule-of-thumb procedures while neglecting basic theory and generalized knowledge useful in the infinitely varied circumstances of everyday practice. This kind of training was in fact *illiberal* in terms of any modern definition of either liberal or professional education. But this exclusive purpose of earlier professional programs to make the individual technically competent has now been largely replaced in theory if not in practice by the conception that all specialties must rest on a solid basis of theoretical knowledge and be practiced with the imaginative employment of general intellectual skills.

The most advanced views today assume that, if it is to be fully effective in preparing graduates for the complicated demands of contemporary life, professional education must have not a single goal but rather three comprehensive objectives. Because of its very nature, it must obviously inculcate the corpus of knowledge, the complement of skills, and the traits of personality and character which constitute the distinctive features of a particular craft. It is these characteristics which give the profession its cohesiveness and identity. The celebrated psychologist William James, who, in his monumental *Principles of Psychology,* analyzed the attributes which differentiate one occupation from others, observed that, "Already at the age of twenty-five you see the professional mannerism settling down on the young commercial traveler, on the young doctor, on the young minister, on the counsellor-at-law." At one time the sole purpose of cultivating these distinguishing qualities of an occupational group shaped its entire preparatory educational program. Today, however, at least the more forward-looking institutions consider the two other aims as hardly less significant than that of equipping the student to perform effectively the duties of his chosen work.

A second purpose of rising importance is concerned with the general education, which all those who attend an institution of higher education must have if they are to understand, and to live competently in, an increasingly complex democratic society. President John Hannah of Michigan State University expressed this newer conception when he told representatives of the land-grant colleges that "It is not enough that our young people be outstanding technicians. The first and never-forgotten objective must be that every product of our educational system must be given that training that will enable him to be an effective citizen, appreciating his opportunities and fully willing to assume his responsibilities in a great democracy."[4] Intelligent living today requires a knowledge of matters of domestic and international affairs infinitely more complicated and shifting than those of even a generation ago. Moreover, recent advances in the physical and biological sciences impinge so directly on the life of the average citizen that he cannot live capably today in ignorance of these arresting penetrations of the unknown regions of the physical world. The rapid growth of reliable knowledge in the physical and the social sciences requires that the purposes of higher education for a vocation be extended beyond the bounds of technical knowledge or expertness.

Furthermore, an educational institution can hardly absolve itself of a third responsibility of assisting the student in gaining self-understanding, a moral grounding, and a consistent view of the world. In the words of the Committee on Aims and Scope of Engineering Education, the humanities and the social sciences have a responsibility to assist the student in the "development of moral, ethical, and social welfare and to a sound professional attitude."[5] Though a graduate may be ever so competent a practitioner and a citizen, without knowledge of his own nature and a reasoned philosophy of life, he will fail to realize his full potential. Throughout his adult life the kaleidoscopic world around him will remain a meaningless flux of unrelated events. Recognizing the need for this philosophical orientation many leaders in professional education appraise it as highly as professional skill and civic competence. In fact, one leader lists these three dominant purposes of teaching journalism in the following order: "(1) It should fit the student for being an effective citizen. (2) It should fit him for living a useful, full, satisfying life. (3) It should provide basic preparation for work in journalism."[6]

If these three comprehensive objectives of professional education are to be achieved a judicious readjustment must be made in the balance of instruction directly related to the student's prospective occupation and instruction in the disciplines traditionally termed "the liberal arts and sciences." Before considering what types of readjustments are necessary, however, consideration must be given to the purposes of liberal arts education in order to determine to what extent and by what means its goals can be reached in the curricula of professional schools.

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[4] John A. Hannah, "The Place of the Land-Grant College in the Public Educational System of the Future," *Proceedings* of the 58th Annual Convention of the Association of Land-Grant Colleges and Universities, Vol. 58 (1944), p. 76.

[5] Committee on Aims and Scope of Engineering Education, Society for the Promotion of Engineering Education, "Report," *Journal of Engineering Education,* Vol. 30 (March 1940), p. 564.

[6] Leslie G. Moeller, "Goals of Professional Education for Journalism," *The Quill,* Vol. 40 (August 1952), pp. 6ff.

What are the major purposes of liberal education in contemporary American society? Though it will doubtless be difficult, if not impossible, to arrive at a generally acceptable definition of liberal education, perhaps a measure of agreement can be reached through a description of the types of abilities and traits of personality liberal education might be expected to engender in those who have been subject to its influence.

First, it would probably be generally agreed that those who have had a liberal education should have acquired a broad knowledge of the various major areas of learning—the natural sciences, the social sciences and the humanities, including the fine arts. Though it is doubtless true, as Whitehead observed, that, "A merely well-informed man is the most useless bore on God's earth," it is no less true that today the ignorant are a menace to themselves and to their fellow citizens. No person can now live fully and effectively without at least a modest knowledge of what Ortega y Gasset called "the vital system of ideas of a period," and Ortega meant the period in which the individual is living.

Yet it must be apparent to anyone who moves among "educated" people that some who leave our institutions of higher education today are unacquainted with the living ideas of their time. Haltingly they feel their way in darkness through many of the common avenues of life because their path is unilluminated by even the most elementary knowledge of many aspects of their own being or of the physical and social universe which surrounds them. That many who have spent four or more years in an institution of higher education are innocent of much of the reliable knowledge of their time is attested by the experiences of the author of a best-seller on the social implications of atomic energy. In discussions with college audiences he observed that on many matters of fundamental significance they were no better informed and hardly more curious than the man in the street.

In view of the enormous mass and accelerating rate of growth of knowledge, students could not fairly be expected to encompass any large portion of it in four, or even in forty, years. Within the time available, however, they can properly be expected to gain an acquaintance with the basic facts and principles of the various disciplines. A student who completes a professional education of four years or more with however distinguished a record in engineering, pharmacy, education, or agriculture, but with little or no knowledge of English literature, history, philosophy, or economics is not liberally educated. He will be prepared to think or to act effectively neither in his chosen occupation nor in the many life situations which are the common lot of all.

Cardinal Newman recognized, however, that the mere possession of facts does not guarantee the efficient, the incisive, and the imaginative use of the mind. Exploring the relation between knowledge and intellectual ability in his monumental analysis of the nature of liberal education, *The Idea of a University,* he observed that:

> Knowledge then is the indispensable condition of expansion of mind and the instrument of attaining to it; this cannot be denied, it is ever to be insisted on; I begin with it as a first principle; however, the very truth of it carries men too far . . . the end of a Liberal Education is not mere knowledge.[7]

Second, then, liberal education ought to cultivate those skills and habits of reasoning which constitute intellectual competence, the capacity to think logically and clearly, the ability to organize one's thoughts on the varied subjects with which the citizen today must unavoidably concern himself. In a sentence, these faculties might collectively be described as the capacity to order and interpret a complex set of circumstances in the physical, social, or artistic world, and to bring one's full intellectual resources skillfully to bear on the solution of a problem.

As in the case of knowledge, to gain competence in using the diverse forms of reasoning, the student must have experience with intellectual processes other than those conventionally employed in his major academic field of interest. The various disciplines do, of course, employ some intellectual processes in common—for example, the logical deduction of conclusions from valid premises—whether the matter under consideration involves the facts of science, history, or art. Yet they also use intellectual methodologies in part peculiar to themselves. The chemist or physicist will only be satisfied with knowledge in which the probability of error is reduced to negligible proportions, while the historian or the sociologist, dealing as he does with human acts and events, must be satisfied with a much greater range of error of both fact and judgment. The student of art, on the other hand, enjoys much greater freedom of subjective evaluation and interpretation than either the physical or the social scientist, but the appreciation of the intellectual processes by which he deals with reality is no less important than those employed by other disciplines.

The most distinctive and yet the most widely used processes of reasoning are doubtless the deductive method of formal logic and the inductive method of science. Those who are to be liberally educated can gain familiarity with these mental processes and skill in their use most readily by the study of mathematics and the sciences. No person can live intelligently today unless he understands the methods of reasoning with which scientists have so dramatically explored the unknown regions of the universe, from the boundless oceans of cosmic space to the infinitesimal region of the atom's nucleus. The intellectual procedures used in the conception of a hypothesis, the arrangement of the experiment to test it, the drawing of conclusions from the facts thus established—all these skills every citizen needs to acquire if he is to reason validly and objectively about physical phenomena. Moreover, properly taught, these habits of thought can be broadly applied in analyses of the complex social world with which all human beings are surrounded. Since the sciences differ in their use of these procedures with a wide variety of physical problems, the broadest range of acquaintance with these subjects will accomplish the fullest understanding and skill in the use of their methods.

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[7] John Henry Newman, *The Idea of a University* (New York: Longmans, Green and Co., 1955), p. 115.

Other branches of learning, the humanistic disciplines for example, use somewhat different intellectual operations in their interpretation of the world and the activities of men. Though they naturally employ the laws of logic in constructing a reasoned view of reality, their distinctive characteristic is their concern with values, with the ends of life, with the destiny of man. Those who teach history, literature, foreign languages, philosophy and the arts cannot confine themselves to a consideration of the characteristics and behavior of exactly measurable phenomena. They must introduce the student to the reflection of creative minds on the nature of man and his world and their conclusions which are usually couched in much less precise terms than those of the scientist. The concern of teachers of these subjects must be with man, not as a physico-chemical complex within a mechanistically determined system, but rather with man as a being of purposes, values, loves, hates, ideals, and sometimes as a seer or prophet with divine inspiration. In literature, the student should vicariously enjoy many of the richest experiences of life, providing insight into human motivaton and behavior attainable in no other way except through personal experience.

Still another area of human intellectual endeavor uses somewhat different approaches in its interpretation of reality. The social sciences, economics, sociology, and political science, for example, insofar as possible follow scientific procedure by constructing hypotheses, setting up experimental controls, and making accurate observations. These disciplines also use other investigative procedures, including statistical method, historical analysis, and case studies. Unlike the natural scientist, however, the scholar concerned with social phenomena often cannot arrange experiments which others can repeat. On the contrary, he must sometimes accept data of unprovable authenticity or of incomplete representativeness and, reasoning cautiously, arrive at tentative conclusions. Much of his material does not lend itself to the exact measurement of the physical scientist. In the words of Taussig, one of this country's most celebrated economists, the social scientist is concerned with the "wavering and incalculable behavior" of man. The educated person must be skilled in these processes of tentative and precise reasoning about phenomena of inexact measurement. Most human actions must be based on evidence which, though not fully conclusive, is the best available at the time. One of the chief aims of higher education should be to cultivate habits which will prevent human beings from acting blindly with no facts, or procrastinating indefinitely because the last shred of evidence is not in.

The liberally educated mind possesses another set of intellectual abilities, those of expression involved in the effective use of the varied symbols of communication, words, numbers and artistic media. In the formulation of concepts and in the orderly development of a reasoned view of life, the meanings of words are the building blocks; the logical relationships among these verbal expressions, the cement which holds them together. No aspect of higher education has been more severely criticized than the teaching of the skills of communication. Yet instruction in this subject is highly valued by those who realize its importance in all phases of adult life. Several years ago this statement was well documented in a study of over thirteen thousand degree-holding employees of the General Electric Company. These graduates were divided into two groups, those who had attended engineering schools and those who were graduates from nonengineering curricula, mainly liberal arts colleges. When asked to appraise the various subjects they had pursued in undergraduate days in terms of their career value, the nonengineers placed English communication, both oral and written, at the top of the list. Engineering students placed English second on their list.[8] The use of the symbols of mathematics and of the arts, though not as widely and as frequently used by the ordinary citizen as words, are nevertheless essential elements in the lives of cultured men and women.

Equipped with essential knowledge and the skills of intellectual workmanship, the college graduate may nevertheless have failed to reach another important goal, perhaps the *sine qua non* of liberal education. Though richly informed, and capable of clear and cogent reasoning, he may yet be intolerant, unwise, intellectually stagnant, and inept in the arts of human association. The third major objective of liberal education is, therefore, concerned with attitudes, ideals, and traits of personality and character. These qualities, harder to describe and to measure than the other outcomes of liberal education, are yet the hallmark of the liberally educated person. As has been said, they are the qualities that remain after all the facts which were learned have been forgotten.

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[8] *What They Think of Their Higher Education,* A Report of a Survey of the Opinions of 13,586 College Graduates, Employees of the General Electric Company (Schenectady, New York: General Electric Co., January 1957).

The liberally educated person embraces certain values. He has at least a provisionally formed and examined philosophy of life, a *Weltanschauung,* a religion around which he organizes the varied purposes and activities of his existence. These values of the liberally educated man represent not only the ideas and causes for which he would live, but more importantly those for which, if necessary, he would die. They give stability to his being. They serve to keep the ship of life steady on course as it is buffeted by the unpredictable forces of man and of nature. Without them the lives of men have no direction, for, as Socrates said, "If a man does not know to what port he is sailing, no wind is favorable."

Knowing his limitations, the liberally educated man has respect for the rights and views of others. He is humble, not only before the capricious and uncontrollable forces of nature, but also in the presence of his own ignorance. And most important of all, he continually seeks wisdom through the extension of his knowledge and reflection on its meanings. Realizing how much he does not know, he is driven by an unrelenting curiosity, an unquenchable thirst for deeper knowledge and fuller understanding. Unless professional education inspires the desire to learn, to extend the scope of one's knowledge, to increase one's insights into the nature of things, it has condemned its recipients to eventual ignorance and mental stagnation. For the exponential increase of knowledge is the most arresting fact in today's world of learning, and swiftly accelerating change the most characteristic feature of modern life.

Even if higher education were able to supply each student with all the knowledge needed to understand the world in which he currently lives, and even if it could sharpen the intellectual skills to a fine point, it would have failed if it had not added to these achievements the inculcation of the irresistible desire to learn and to know. For as knowledge grows and the world changes, all who wish to live intelligently must continue to grow and to change through learning. Unless education initiates a chain reaction in which each advance in understanding sets off the desire for greater growth in wisdom, those who leave our campuses will soon reach a state of permanent intellectual rest. They will lose touch with the ongoing world.

The purposes and character of professional curricula require a similarly intensive and critical analysis. Since, however, the remainder of this volume is concerned with a review of the attitudes of faculty members and administrative officers, and the practices in selected institutions with respect to this matter, only general guide lines for the development of a professional curriculum will be suggested at this point.

The dominant principle to be applied in determining the character and content of an undergraduate professional program has to do with the degree of specialization the curriculum may be expected to provide. The substance of a professional course of study and the manner in which it is organized and presented must be decided in terms of the vast bulk of modern knowledge, its rate of growth and change, the time available to the average student for preemployment training, and especially the proper purposes of initial education in a vocation. As these various factors which irresistibly shape professional education are analyzed, the dominant principle in curriculum construction is thrown into high relief. It becomes axiomatic that the student can be, and in principle should be, given only enough basic specialized instruction related to a vocational field to qualify him for initial gainful employment. W. Earl Armstrong sets forth this controlling idea in the development of any professional course of study when he says that:

> It is not assumed that the preservice curriculum should attempt to provide all of the insights and skills that the teacher will need in order to be a fully competent person. Rather, the function of the preservice curriculum as here assumed is to provide the best possible preparation for the teacher to *begin* to teach. A preservice curriculum based on this assumption will of necessity leave all aspects of the teacher's education incomplete. That is to say, the general education of the teacher will need further strengthening, the area or areas of subject-matter concentration will need either further broadening or deepening, and further additions will need to be made to the professional insights and skills of the teacher.[9]

If the several values in a professional curriculum are to be kept in proper balance, the student cannot be prepared as an expert in any specific job. Undergraduate instruction can be expected to do no more than acquaint him with the vocabulary and the basic principles of a broad field such as pharmacy, engineering, or nursing, and cultivate the intellectual skills by means of which new knowledge can be acquired and applied to the infinitely varying problems of day-to-day practice. This conception of the scope of a professional school's purposes has been well expressed by Dean Helen Nahm of the School of Nursing at the University of California:

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[9] W. Earl Armstrong, "The Teacher Education Curriculum," *The Journal of Teacher Education*, Vol. 8, No. 3 (September 1957), p. 232.

> I think our major problem in a professional school such as nursing is that we must, in a period of time which seems reasonable to students and their parents, prepare both a liberally educated person and a person with competencies essential for beginning practice in a professional field.

Cogent reasons support the view that an undergraduate professional curriculum should embrace only those learning experiences necessary to orient the student broadly in his chosen occupation without aiming to cultivate a high degree of competence in any of its specialized branches.

The store of detailed knowledge in any professional field is enormous, and it expands prodigiously. This accelerating growth of fact and theory, the invariable characteristic of every intellectual realm, explains why no one can become or remain a genuine expert in a specialized branch of learning except by long years of study and by continually renewed acquaintance with evolving fact, principle, technique, and practice. It is for this reason that even those who graduate, for example, from a school of business administration with distinction and with the beginning of a specialization in management or retailing are nevertheless given positions relatively low in the structure of a business enterprise.

Second, highly specialized undergraduate instruction fails to reach its reputed goal because each set of circumstances in professional life has its own peculiar structure. To a degree it involves concepts and techniques which vary from all other situations. Consequently, the principles of accounting, orchestration, *materia medica,* or educational psychology must be adapted to the special circumstances and needs of a particular situation. The beginner who takes up his duties in any profession prepared to apply a specific body of detailed facts or procedures to new sets of circumstances will find his bag of tricks hopelessly inadequate. Unfortunately, he will only then belatedly realize that in concentrating excessively on a narrow specialty he has failed to gain the flexibility of mind and personality required to understand and to deal effectively with a host of matters for which his limited education has regrettably not prepared him. Inevitably he will lack breadth of general and professional knowledge and the intellectual skills essential to their profitable use in the varied patterns of professional exigencies.

In the making of a professional curriculum, another guiding principle is related to the technical courses themselves. Those who have considered the matter most studiously are convinced that even *professional instruction* should stress broad principles, key ideas, and overarching generalizations rather than detailed facts or techniques. Here it is profitable to raise questions concerning what kind of education is of most worth, and how much can be accomplished within the time available.

The curricula of forward-looking engineering schools, for example, provide convincing illustrations of successful efforts to place greater emphasis on principles than on techniques, thus making possible the enlargement of the general education component and a broader orientation in the vocational field itself. Even in the engineering subjects many schools have adopted a core program of professional subject matter as the common basis of the specialties, such as civil, chemical, electrical, or mechanical engineering. The enlargement of these common components has been possible only through the dropping of some specialized instruction which in earlier years preempted a considerable portion of the four-year curriculum. This shift in emphasis has increased the student's knowledge of theoretical engineering and of the liberal arts disciplines, thus enhancing both his occupational and civic competence.

Another principle in designing a professional course of study relates to the cultivation of attitudes and motivations which are not the sole concern of any subject-matter field, but rather the responsibility of all. These proposals for the reconstruction of professional curricula will succeed or fail largely to the extent that students are helped to recognize undergraduate education as only the beginning rather than the end of a long process of personal growth. Unless the experiences of the college years are viewed in this light the student is likely to misconceive the aims of higher education. Not uncommonly faculty members and curriculum makers encourage students' misconceptions of the purposes and the potential of undergraduate education. A subconscious feeling, subtly transferred to those under instruction, that they must "learn it now or never" is the origin of the common compulsion to include every last bit of information, to explore every remote corner of the subject, in a single course. Under the influence of this point of view all curricula have become swollen with masses of dispensable facts and the atmosphere of the classroom has become one of hurried absorption of facts rather than of reflective analysis and the orderly expansion of mind.

A curriculum with the proper objectives ought to provide the basic experiences needed by the neophyte to begin his practice with a sufficient body of knowledge to give him confidence in his own ability and to make possible further professional growth through self study, practice, and additional part-time instruction in so-called "refresher" courses. He ought to have the flexibility of mind to pursue and to accept additions to knowledge and innovations in procedures as they appear. He ought also to have a vision of the wider significance of his work in the whole social context of his time. More than this an undergraduate program cannot and need not be expected to accomplish.

The achievement of these dual comprehensive sets of purposes for a responsible and full life as a private citizen and as a member of an occupational group is an ambitious undertaking. Yet, under proper conditions it is not an unrealistic goal. Our national and personal welfare demand that it be reached within the next decade, for our needs for highly skilled workers and for informed and active citizens are patently urgent.

If these aims are to be realized, however, certain of the presently controlling ideas and practices in American higher education require reassessment. Many of the graduates of institutions of higher education will not reach these goals if it is assumed that only those disciplines commonly classified under the caption "liberal arts" have these desiderata as their aims. On the contrary, much of the instruction in professional curricula such as engineering, business administration, education, and nursing must be expected, as it does, to cultivate the qualities of mind and character often considered the exclusive province of the liberal arts.

No one has better described the possibility of achieving the ends of liberal education through the study of specialized subjects than President Virgil M. Hancher of the State University of Iowa, who at a meeting of the Association of Land-Grant Colleges and Universities in 1953 said:

> We forget that it is possible to become liberally educated by the teaching and study of professional or specialized subjects in a liberal manner. . . .
>
> While in general I would support the proposition that there are some things which every liberally educated man should know, I fear that we have been led into error sometimes by believing that the study of certain subject matter inevitably results in a liberal education. This is a doubtful proposition. It is nearer to the truth to say that there is no subject matter, worthy of a place in the curriculum of a modern Land-Grant College or state university, which cannot be taught either as a professional specialty or as a liberal subject.[10]

It is obvious that courses in engineering or pharmacy, if properly taught, acquaint the student with a wide range of scientific facts and cultivate the intellectual skills of the scientist. They also instill a respect for truth, a humbleness of spirit, a desire to learn, and the habit of philosophical reflection about the place of man in a limitless cosmos. The same can be said for instruction in other professional programs, though the emphasis on particular subject matter and skills would obviously vary with the field concerned.

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[10] Virgil M. Hancher, "Liberal Education in Professional Curricula," *Proceedings* of the 67th Annual Convention of the American Association of Land-Grant Colleges and State Universities (Washington, D.C.: The Association, 1953), pp. 45-51.

Engineering can be used to illustrate how a rounded education can be provided for the student in a professional course of study. The first objective of liberal education, acquainting the student with the fundamental facts and principles in the three main areas of knowledge, can be accomplished by supplementing the basic courses in science with instruction in the social sciences, the humanities and the skills of communication. The requirements in the social sciences and the humanities ought to be met by the pursuit of courses especially designed to bring the student into touch with leading principles and key ideas in a broad range of subjects not included in engineering and basic science courses.

In the social sciences, for example, such instruction might include history, political science, sociology and economics. Unlike conventional elementary courses, no attempt should be made to cover all the detailed knowledge necessary for advanced study. Instead, selected special topics ought to be studied intensively, emphasizing the relationships between the constituent disciplines, and inculcating skill in the use of the methods of thought employed in dealing with social problems. Thus the second objective of cultivating intellectual skills in the social sciences would be accomplished. Other comparable instruction in literature, languages, philosophy and the arts should acquaint the student with the content and methods of the humanities. Since scientific subjects are necessarily basic to specialized engineering courses, it could be assumed that all students would have gained a considerable knowledge of science and skill in the use of its methods.

The third objective of liberal education, that of cultivating the attitudes and the traits of character which symbolize the liberally educated mind, must necessarily be the responsibility of all teachers of all subjects. Any subject can be taught to increase the student's respect for truth and for the worth of the individual, his appreciation of his own smallness in our vast universe, and his love of wisdom and desire to learn. For this reason, as Hancher holds, courses of study cannot on the basis of content or method alone be classified as liberal or not liberal. Instruction in a professional school which aims to achieve these objectives may certainly be classified as liberal, and courses in colleges of liberal arts which do not have these aims can surely not be described as liberal.

The graduate of such a program in engineering would possess not only the knowledge of his world at large and the aptitude to use his intellectual resources in expanding his learning. He would be capable of seeing his own occupational activities in the larger social context of his time. Similar curricular arrangements are feasible in all other professional schools. The general principle of curriculum construction involved is that the two major areas of knowledge not basic to the professional subject matter be adequately represented by appropriate general instruction. In business administration, for example, these would be the humanities and the natural sciences; in agriculture the social sciences and the humanities, in music the natural and the social sciences, and so on for all the other professions.

Whether these broad purposes of liberal education will really be achieved will depend on the type and quality of the teachers. A course in finance, for example, taught with emphasis on general economic principles, with consideration for the historical development and the present importance of financial institutions in Western society, and with constant reference to the interrelationship of money and banking with the facts of sociology, anthropology, political science and psychology, not to mention ethics and art, will have many of the values of liberal education whatever its uses may be in educating a student for employment in the world of commerce. Conversely, a course in Greek literature with an emphasis on dates, literary style, linguistic analysis, and the esoteric subject matter of the teacher's research on some peculiar characteristic of Greek grammar, may produce few of the desirable results of liberal study. The teacher and the classroom preparation for future responsibilities are, always have been, and always will be, the decisive factors in liberal or, for that matter, any other kind of education. The present inadequacies in American higher education, particularly in its failure to preserve the heritage of liberal culture, have their origin in the attitudes, purposes, and skills of the teacher which regrettably in recent years have been far removed from the responsibilities of undergraduate education. Many teachers—whether in professional schools or liberal arts colleges—in their preoccupation with the cultivation of specialized knowledge and the techniques of their own chosen narrow field of intellectual activity, have lost sight of the more inclusive purposes of higher education.

Professional schools which adopt a broader set of objectives and make the requisite changes in their practices to bring them into conformity with these principles will provide more fully that generous education required by this generation to live more intelligently in the complex, contemporary world. They will contribute more fully to the enrichment and the strengthening of this democratic society in which high production is of undeniable importance in peace and in war, but of no more pressing urgency or greater significance than informed citizenship and self knowledge. As institutions generally adopt the pattern already in effect among the most enterprising, the ideal of education for high professional competence, for informed and active citizenship, and for a rich and informed personal life will be within reach of all undergraduates in professional schools. It is to the realization of these ideals that these institutions might well dedicate themselves in this period when our people, with an eye to the ultimate destiny of our nation, are reassessing all of American education.

Chapter 2

CONCEPTS*

THE QUESTION OF THE EDUCATION AND STATUS OF THE NURSING PROFESSION has held the public interest since World War I. Taking the form of a series of studies of the services nurses render and plans for their training and recruitment, the subject has commanded the resources of professional organizations, private philanthropies, and public bodies.

But it is impossible to raise the question of the professional status of nursing without asking what education is appropriate to it, for there is general agreement that professions should be "learned." The union of the words "learned" and "profession" has long enjoyed the blessings of society, and, one might say, they are in natural consort.

Nor have many doubted that for a profession to render its highest form of service its education must be liberal. The liberal ingredient brings knowledge to its humane level, and therefore forms an essential element in the performance of professional service. If nurses are to carry out their appointed tasks in such a way as to command public recognition as a profession in the fullest sense, they must not only be educated, but educated in the liberal manner.

The contemporary search for understanding of the nature of nursing demonstrates that neither the issue of professional status nor the question of liberal education will find easy resolution. Leading members of the profession have raised profound questions concerning the adequacy of existing college-level programs for developing the liberally educated nurse. Thus, Lulu Wolf Hassenplug, dean of the School of Nursing at the University of California at Los Angeles, expressed the views of a keen and deeply committed observer when she said:

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*This chapter, in substantially the same form, appeared in *Nursing Outlook*, Vol. 7 (October 1958), pp. 116-26.

> Instead of developing entirely new programs of nursing education and building them along the lines of other university programs, we seem to be moving our old hospital programs to the university without changing the philosophy, the objectives, the organization of learning experiences, the methods of teaching or the time of the plan.[1]

The essence of adequate "higher" education is the liberal element, for this is what frees the mind to attain higher reaches of knowledge and to discover more capacious visions of life. The issue of liberal education, therefore, concerns all professions. Members of the nursing profession fortunately agree that no education is adequate if it is not liberal.

If there is to be a resolution of the question of the professional status of nursing, a thorough airing of the place of liberal studies in the preparation of the nurse is essential. A historical survey of the development of the idea of liberal education in nursing provides an appropriate approach to the subject, for it is in these views that one finds the best prospects for the elevation of the status of nursing.

THE LIBERAL ELEMENT IN EARLY NURSING EDUCATION

Scarcely one hundred years have passed since Florence Nightingale began her work in the Crimea and set out upon a career that laid the foundation for the development of nursing as a profession. The idea of organized hospitals was in its infancy, and the vast majority of hospital workers were casual employees. By and large, nursing work was hard and heavy, and ministering to patients a very simple art.

The effects of Florence Nightingale's work rapidly reached America and, perhaps under the stimulus of the Civil War, the movement for formal training of nurses developed apace. In 1869, the Committee on Nursing Education of the American Medical Association made a report recommending the establishment of nurse training schools in hospitals. The separation of nursing education from the long-standing tradition of apprenticeship had begun.[2] Within seven years of the Medical Association's report, Abby Woolsey, a woman of remarkable foresight, reviewed the development of nursing and proposed that nurses should have an education equivalent to that of normal school study for teachers.[3]

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[1] Lulu Wolf Hassenplug, "Progress and Issues in Nursing Education." Unpublished address delivered at the celebration of the 100th anniversary of Florence Nightingale's work in the Crimea, held in connection with Columbia University's Bicentennial, May 1954.

[2] Committee on Nursing Education, "Report," *Transactions of the American Medical Association*, Vol. 20 (1869), p. 161.

[3] Abby H. Woolsey, "Hospitals and Training Schools," in *A Century of Nursing* (New York: G. P. Putnam's Sons, 1950), p. 133.

The number of hospital schools of nursing rose slowly at first. By 1892 there were only 148, but thereafter many were established each year. In 1910 there were 500 and by 1920 some 1,800. Nursing did not, however, become a part of higher education until 1899 when Teachers College, Columbia University, established a course in hospital economics for persons who directed nursing staffs and training schools. The first college of nursing came into being at the University of Minnesota in 1909.[4]

Nursing education in the period between 1870 and 1910 took the form of on-the-job training, or apprenticeship, in schools located within hospitals. The main concern at this time was with controlling standards and raising the quality of instruction in these schools. This task fell for a time to the Society of Superintendents of Training Schools, founded in 1892. The Society was renamed the National League of Nursing Education in 1912,[5] and it was not until the later years of World War I that this organization gave any consistent attention to the question of the value and manner of organizing college programs for nurses. Thus the issue of liberal education arose only after nursing had attained a measure of occupational maturity and had made considerable progress in organizing an educational program.

Nevertheless, even before 1910 some of the ideas expressed about the nature of nursing and the education required by those intending to enter this occupation adverted to the need for higher qualities of the sort that are commonly considered to grow out of liberal education. Two statements by Isabel Hampton Robb, at one time the principal of the Johns Hopkins Hospital School of Nursing, whose distinguished career at the turn of the century was cut short by her untimely death, bear on this matter. In 1894 she expressed the view that teachers of nursing should be graduates of normal schools; that nursing schools should be established only where there were adequate educational facilities; and that training in patient care should be broad. Of the prospective candidate for nursing, she said:

> [she] should come up to the standards required to pass the final examinations in the best high schools in the country. Of course, if she has in addition a knowledge of languages and a broad general reading, the

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[4] Irene Sutliffe, "History of American Training Schools," in *Hospitals, Dispensaries, and Nursing* (Baltimore: Johns Hopkins Press, 1894), p. 510; *Facts about Nursing: A Statistical Summary, 1956* (New York: American Nurses Association, 1956), p. 88; Isabel Stewart, *The Education of Nurses* (New York: The Macmillan Company, 1943), pp. 145, 175.

[5] Stewart, *op. cit.*, pp. 139, 147.

> candidate is all the better prepared for undertaking and obtaining success in her career as a nurse.[6]

Mrs. Robb also held that the practice of nursing called upon the best human qualities. That this point of view had gained a number of adherents is evident from her quotation of another source:

> "A woman who does woman's work [i.e., nursing] needs a many-sided, multiform culture; the heights and depths of human life must not be beyond her vision; she must have knowledge of men and things in many states, a wide catholicity of sympathy, the strength that springs from knowledge and the magnanimity that springs from strength."[7]

. . . about as neat a statement justifying liberal studies as one will find, to which Mrs. Robb added:

> And intelligent she ought and must be to do this wisely; otherwise she is a mere machine, performing mechanically the tasks before her, not knowing why or caring for what it all means. . .[8]

But one senses a discontinuity between the foregoing statement of the qualities a nurse should have and the things Mrs. Robb said a superintendent of a nursing school would demand of her students:

> Of their pupils, they require that they shall yield implicit obedience and loyalty to the physician, that they shall faithfully carry out his directions, and in his absence watch over the welfare of his patient, that they shall further his scientific study of disease, by intelligently fulfilling his orders, in administering medicines, taking account of the range of pulse and temperature, regulating the sanitary condition of the sick room, noting every unusual symptom in the patient, and reporting the various changes in his condition, as the patient responds or fails to respond to treatment.[9]

This description of the work of the nurse suggests the educational ideas of a notable leader of early nursing education. It implies that at the time hard work and the sickroom measured the full round of nursing activities, a period when excessive dependence on the physician precluded the performance of tasks that would characterize professional status.

The contrast in the two statements of Isabel Robb may have stemmed from the fact that the profession had had faint glimmerings of its expanding activities, and owing to uncertainty it would attempt to steer two courses at once. As early as 1901, the *American Journal of Nursing*, then in its second year of publication, carried an article by Mrs. Bedford

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[6] Isabel A. Hampton, "Educational Standards for Nurses," in *Nursing of the Sick 1893* (New York: McGraw-Hill Book Company, 1949), p. 11.

[7] *Ibid.*, pp. 33-34.

[8] *Loc. cit.*

[9] *Loc. cit.*

Fenwick, president of the International Council of Nurses, entitled "A Plea for the Higher Education of Trained Nurses.[10] Here Mrs. Fenwick gave advance notice of the movement for higher education. Although, as one might expect, the article appears to be concerned with preparation for top-level positions primarily, it contains a distinct hint of an expanded frame of reference in regard to nursing activities generally. She proposed four reasons for the higher education of nurses: the advanced level of many of the activities they perform; the development of intelligence and vitality necessary for keeping abreast of advances in science and in hospital economics; the cultivation of the individual personality; and, finally, the evolution of a strong sense of civic responsibility.

This remarkable statement anticipated several arguments for liberal education that gained ascendance in later years for, as the character of nursing practices changed, the relevance of these values became much clearer. In 1909, Richard Olding Beard, who founded the first school of nursing under university control at the University of Minnesota, also premised his action on the "symmetrical development of the physical, mental, and spiritual possibilities of the individual,"[11] but this time having in mind nurses as an entire group. The signal event of the establishment of nursing studies as a regular part of university offerings brings us back to Mrs. Robb, for it was from her effort to create state-supported nursing education that Dr. Beard derived his plan.[12]

Thus, by the end of the first decade of the twentieth century, the conception of the nature of the nursing profession had advanced sufficiently to provide definite awareness of the value of liberal studies.

The next decade saw an advance into a new field of nursing that fully justified higher education. It resulted in a formulation of the values of liberal studies to the nurse in a manner that has not been surpassed.

EXPANDING ACTIVITIES BRING PLEA FOR LIBERAL STUDIES

World War I dramatized the profession of the nurse. The adequacy of national resources in nursing suddenly became a matter of public concern, for the enormous scope and duration of the war called for the full mobilization of every health profession.

The war also focused attention on, and in a sense brought to maturity public health nursing, a field which had been developing slowly for a number of years. This new field of endeavor revolved around problems of community health which were summed up in an address in 1920 by Lillian Clayton,[13] the president of the National League of Nursing Education (now the National League for Nursing). It required knowledge of the fundamentals of hygiene and sanitation, of physiology and bacteriology and their application to specific situations. But its newest and most important task lay in instructing patients in health measures, and this function called for a clear understanding of what is done and why it should be done. To all this was added the medical profession's recognition of the fact that knowledge of the patient's social background was important to effective therapy, and that the old direct and technical approach in nursing had become obsolete.

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[10] Mrs. Bedford Fenwick, "A Plea for the Higher Education of Trained Nurses," *American Journal of Nursing*, Vol. 2 (October 1901), pp. 4-8.

[11] R. O. Beard, "The University Education of the Nurse," *Teachers College Record*, Vol. 11 (May 1910), p. 28.

[12] Stewart, *op. cit.*, p. 175.

The educational significance of this new function was immediately apparent, for the address just cited included an argument to the effect that nurses needed an academic background. In the previous year when Miss Clayton had spoken directly on this subject, she summed up the entire tendency of the time in brief compass:

> . . . education [of the public health nurse] must have as its purpose the *complete* development of the student, every power, every gift, every possibility of life that will increase her usefulness to society, that will add to her happiness and to the happiness of the world. We must realize that if we have seen our duty in terms too small, we shall now see this great service revealed by the war, and accept the new opportunities for thinking and working in larger terms. We can only discover truth by a rational and democratic interest in life. Our interest must extend outward to include those broader relationships, as well as the personal. If this war has taught us one thing more clearly than another, it is that service cannot be limited to any particular field of endeavor, but that the whole profession must mobilize in an infinite variety of ways in order that it may overcome its difficulties.[14]

This statement makes it abundantly clear that the war brought two vital elements into nursing. First, it gave the nurse a professional function entirely her own; second, it brought a conception of service to the public. In later years reference to the ideal of public service was to appear again and again, for it is its involvement in broadly humane problems that lends maturity to a profession and makes the issue of liberal education insistent.

[13] Lillian S. Clayton, "President's Address," in *Proceedings* of the 26th Annual Convention of the National League of Nursing Education (Baltimore: Williams and Wilkins, 1921), p. 78.

[14] Lillian S. Clayton, "Response and Address," in *Proceedings* of the 25th Annual Convention of the National League of Nursing Education (Baltimore: Williams and Wilkins, 1919), p. 25.

In light of Miss Clayton's vision of the enlarged role of the profession, it is remarkable that she did not advocate collegiate education at least for public health nurses. Among a number of reasons, two probably stand out as the explanation for her not doing so. First, public health nursing obtained public notice only after publication of the Goldmark report[15] in 1923. This study, undertaken in 1918 with the support of the Rockefeller Foundation, not only outlined the duties and necessary educational preparation for this field of work, but also discussed breadth as an aspect of all nurse training and contained a section on the values and organization of university nursing study.

The general standards of nursing education of the time furnished a second reason for Miss Clayton's failure to propose a collegiate nursing program. We have already mentioned Professor Beard's justification for improving nursing education, and in 1912 one of the most doughty partisans in promoting the cause of nursing, Annie W. Goodrich, had taken up the cudgels in favor of better preparation. The endeavors of this diminutive woman, who packed as much explosiveness into a small frame as one could possibly imagine, spanned fifty critical years in the history of the profession, and ultimately won for her the position of dean of the Yale University School of Nursing. She early perceived the expanding character of nursing work and postulated a series of ideas about preparation for it that became increasingly important as years went by. She argued that nursing was a profession because of the complex duties it encompassed. The responsibility of caring for acutely sick patients demanded "liberal educational advantages," including physical, moral, intellectual, and aesthetic education, and the development of a commitment to society.[16]

The general state of nursing education, however, still placed the main emphasis on more narrowly conceived programs of the hospital school, as evidenced by the publication of the *Standard Curriculum for Schools of Nursing* in 1917.[17] This important document went through three major revisions before the profession outgrew the approach it represented, but its publication probably explains why two of the most complete statements of the value of liberal studies to the nurse went virtually unnoticed. The profession simply was not ready for them.

Nevertheless, the arguments advanced at the time for a more liberal education of the nurse deserve comment, because they fairly well exhaust the reasons one may give for including "useless" work in the preparation of a nurse. The first, by a physician, stated nine reasons in high-flying prose. The nurse needed higher education: to establish the profession on a solid foundation; because of the demand of physical, mental, and moral strength—in a word, "character"; to supply the necessary scientific knowledge; to develop judgment and tact; to eliminate misfits; for fulfillment of the nurse-patient relationship; to carry on the task of educating the public; and for personal growth. The eloquent doctor closed his address with an oratorical flourish:

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[15] Committee for the Study of Nursing Education, *Nursing and Nursing Education in the United States* (New York: The Macmillan Company, 1923).

[16] Annie W. Goodrich, "The Complete Nurse," *American Journal of Nursing*, Vol. 12 (July 1912), p. 799.

[17] Curriculum Committee, National League of Nursing Education, *Standard Curriculum for Schools of Nursing* (New York: The League, 1917).

> This higher education will also broaden your sympathies and give you that deep, unselfish love for humanity, which ought to be the keystone of your nursing arch. What you must give is not the drugs, the routine treatment alone, but most of all yourself, your sympathy, interest and affections:
>
> Not the mere artist purchased to attend,
> But the warm, ready, self-forgetting friend,
> Whose genial presence in itself combines
> The best of cordials, tonics, anodynes . . .[18]

The second spokesman, Brandt Dixon, of the Sophie Newcomb Memorial College, discoursed in more prosaic but no less pertinent terms. He favored college work as productive of intellectual refinement and culture and the capacity to meet people as equals; and, most important, for the development of judgment sufficient for meeting emergencies in the course of duty and taking the appropriate action.

Another series of Dixon's ideas revolved around the proposition that college work was basic to professional education, a point of view that later took firm hold as the primary justification for the affiliation of schools of nursing with universities. Under this arrangement a college or university supplied basic instruction in arts and sciences and occasionally took full charge of the first two years of nursing study. Dixon felt that "efficiency in . . . [a] specialty . . . would be possible if that specialty were placed upon a broad, fine, humane trained foundation."[19] The college years, he said, coincided with a time of developing moral conscience and growing intellectual curiosity which derived the richest nourishment from the soil of higher learning. Through this medium one might cultivate a study of a humane type of biology. It would teach the student to

[18] Edwin Holmes, "Higher Education of Nurses," *American Journal of Nursing*, Vol. 14 (February 1914), pp. 343-44.

[19] B.V.B. Dixon, "The Present Status of Women's Education in the Preparation for the Trained Nurse," in *Proceedings* of the 22nd Annual Convention of the National League of Nursing Education (Baltimore: Williams and Wilkins, 1916), p. 286.

envision the deeper and wider relations of life, of life to her profession, and of her profession to her life:

> [These studies] will teach the great truths from nature as they are carried on in plants and animals, so that she will recognize later on in her technical training relations of all these matters to the great life of the world and come to see through her profession all those deeper and wider relations which are sustained by the great and living universe.[20]

The development of public health nursing did much to broaden the field of professional endeavor and to give it a humane orientation in the form of service to society. With the commitment to humanity came a crucial element in the justification for liberal education and an important step forward on the road to professional stature. But the development of this field could not immediately stimulate universal interest in liberal studies among the members of the profession because of the existing conception of training and the continuing problem of raising hospital school standards in regard to professional education itself.

Miss Clayton's failure to mention college work has been noted, but two other points are worth making. First, it was in this period that the importance of high school education received initial recognition in the form of proposed resolutions to require it for admission to a nursing school. The fact, however, that no national nursing organization ever passed a formal resolution in favor of making high school graduation a requirement attests to the inhibitions acting on this development. The director of the school of nursing at no less a place than the University of Minnesota opposed such a universal requirement on the ground that character in some individuals counted more than previous educational background.[21] This standard was not realized nationally for many years; it did not become a universal requirement for licensure until 1946.[22]

A second evidence of the influence of the lowly conception of nursing education emerges in discussions of college preparation. A League Subcommittee on Standards reported in 1914 that many schools of nursing thought that a college education was virtually worthless to a person about to enter a profession, and placed strict limitations on reductions in the amount of time college graduates had to spend in hospital training.[23]

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[20] *Ibid.*

[21] Louise M. Powell, "The Standard of Admission to Schools for Nurses," in *Proceedings* of the 19th Annual Convention of the National League of Nursing Education (Baltimore: Williams and Wilkins, 1913), p. 74.

[22] Bernice E. Anderson, *The Facilitation of Interstate Movement of Registered Nurses* (Philadelphia: J. B. Lippincott, 1950), p. 79.

[23] "Admission Standards for Schools of Nursing," in *Proceedings* of the 20th Annual Convention of the National League of Nursing Education (Baltimore: Williams and Wilkins, 1914), p. 141.

Even Adelaide Nutting, who once headed the Johns Hopkins School of Nursing and later left a permanent monument of her work in the form of the Nutting Library of documents in the history of nursing at Teachers College, Columbia University, felt constrained to observe in 1920 that, "Whether our way in the future is to be largely through the university or not, no one of us is sure."[24]

CULTURAL EDUCATION FOR LEADERSHIP

Throughout the 1920s and part of the 1930s, the question of leadership, which had originated thirty years before in regard to the preparation of superintendents of hospital schools, took precedence in the eyes of those concerned with the liberal higher education of nurses. It took educational form in the advocacy of the affiliation program, previously described. Even though some of the strongest programs of nursing education came into existence in this period, they have come under criticism essentially for their unnecessary length and failure to adapt professional studies to university level work, or, to use the more common term, to "integrate" them with the liberal studies. [25, 26, 27, 28]

The kinds of values posited for liberal studies adhered closely to the leadership conception. In 1925, the president of the National League of Nursing Education argued that the college would prepare the student for the professional school by developing her capacity to think.[29] The broadly educated nurse would be able to approach nursing tasks creatively, and keep up with changes in professional practice. The address did ascribe certain intrinsic values to college life in developing the virtues of good citizenship, but a faculty member in an affiliated program some years later placed college work in an entirely subsidiary position to professional interests. She saw the college as cultivating a maturity that would enhance professional endeavors and advance the profession.[30]

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[24] "Report of Sub-committee on University Schools of Nursing," in *Proceedings* of the 26th Annual Convention of the National League of Nursing (Baltimore: Williams and Wilkins, 1921), p. 117.

[25] Margaret Bridgman, *Collegiate Education for Nursing* (New York: Russell Sage Foundation, 1953), pp. 122, 185.

[26] Mary M. Pickering, "How Best to Train Students for Leadership," in *Proceedings* of the 27th Annual Convention of the National League of Nursing Education (Baltimore: Williams and Wilkins, 1922), pp. 340-44.

[27] Committee on Education, National League of Nursing Education, "Preliminary Report on University Schools of Nursing," *American Journal of Nursing*, Vol. 21 (June 1921), pp. 620-29.

[28] Anna D. Wolf, "How to Adapt the Revised Standard Curriculum to Meet the Needs of the University School of Nursing," in *Proceedings* of the 32nd Annual Convention of the National League of Nursing Education (New York: The League, 1926), pp. 153-58.

[29] Laura R. Logan, "Response and Address," in *Proceedings* of the 31st Annual Convention of the National League of Nursing Education (New York: The League, 1925), p. 30.

But the publication in 1927 of *A Curriculum for Schools of Nursing,* the first major revision of the *Standard Curriculum,* showed that the expanded range of nursing activities was working its way into the hospital schools and breaking it free from restricted concepts of nursing.[31] The steady development toward a higher plane of professional activity was making the curriculum more intellectual and readying the stage for a great burst of activities in the 1930s. In this general efflorescence, the profession could rely on the solid foundation the efforts of the 20s had laid under the argument for liberal education: that the "useless" liberal arts contributed to excellence in performance of vocational tasks.

LEAVENING IN THE 1930s

The formation in 1932 of the Association of Collegiate Schools of Nursing coincided with a period of intense effort to free nursing from time-hallowed restrictions. The complex interplay of progressivism in social, political, and educational theory with the tendency toward professional development marks this particular period. In relation to the training of the staff-level hospital nurse, the long-term outcry against service to hospitals instead of education reached its peak, and a slow decline in the number of hospital schools began.[32]

In a period of social maladjustment, the argument for liberal studies based on the growth of the profession took its direction from the concern over the state of society. Thus, the development of a number of specialties in nursing, a tendency sometimes called "exfoliation," not only led to a plea for further preparation in the sciences, but drew on the growth of the field of psychiatric nursing to justify such liberal studies as would create a capacity to deal with human emotions.[33] Appeals for a recognition of the state of the country and of the increasing responsibilities of the profession echoed one another in the demand for collegiate education of nurses.

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[30] Suzanne H. Harrison, "My Conception of a Professional Course," *American Journal of Nursing,* Vol. 34 (July 1934), pp. 723-25.

[31] Curriculum Committee, National League of Nursing Education, *A Curriculum for Schools of Nursing,* 7th ed. (New York: The League, 1929).

[32] Sister M. Berenice Beck, "Hospitals or Collegiate Schools of Nursing?" *American Journal of Nursing,* Vol. 36 (July 1936), pp. 716-25.

[33] T. D. Beckwith, "The University," in *Annual Report and Proceedings* of the 42nd Annual Convention of the National League of Nursing Education (New York: The League, 1936), pp. 122, 124.

Symptoms of the growing complexity of nursing found expression in the words of Isabel Stewart, then president of the Association of Collegiate Schools of Nursing. It was natural that in an age of reform, the idea of liberating nurses from the rigid militarylike conditions of work and education in the hospital would find favor, and Miss Stewart made clear the relevance of this thought to liberal education when she dealt with the idea of "adjustment" in education: "Adjustment should result in the progressive integration of the whole personality, including the physical, intellectual, emotional, aesthetic, social, ethical, and religious aspects of individual life."[34] It is no surprise, therefore, that in the year following this address, Miss Stewart made an ardent plea for infusing nursing studies with humane values.[35]

Perhaps the passage that most distinctly marked Miss Stewart's leadership in regard to liberal education appeared in an article in the *American Journal of Nursing* in 1940. Here undoubtedly reflecting upon the ascent of the profession to new and more significant responsibilities, she demonstrated the necessity of raising the level of nursing thought so that it would give proper support to the idea of liberal education:

> For most of us, the "what" and the "how" and the "wherewithal" are more familiar ground than the "why" and "wherefore" and especially the "whence" and "whither" of education. This applies to our branch perhaps more than to education in general. We nurses pride ourselves on being practical people, keeping our feet on the ground, getting things done, and not bothering our heads very much with speculations and theories. But there are times when serious, concentrated thinking about aims and meanings and relative values in life is a much more profitable exercise than bustling about and getting ahead with the work. This is especially true when we are starting out on a new enterprise or facing a new situation. . . .
>
> Because practical details are easier to tackle than a clear definition of principles and meanings, many of us postpone this part of our work as long as possible, or we just borrow a few high-sounding phrases from our academic friends and tack them on to our old prospectuses, without attempting to see whether our practices are at all in line with the new professions we are making. That is not as hypocritical as it sounds. We ourselves are often hypnotized by such fine phrases as "liberal education," "a broad cultural background," "creative thinking," "self determination," and the like, and we think that if we only repeat them often enough they will actually produce some kind of a transformation without any particu-

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[34] Isabel M. Stewart, "Proposals of the Curriculum Committee in Relation to the Aims of Education," in *Proceedings* of the 41st Annual Convention of the National League of Nursing Education (New York: The League, 1935), pp. 138, 139.

[35] Isabel M. Stewart, "Preparing Nurses to Meet the Needs of a Changing Society," in *Annual Report and Proceedings* of the 42nd Annual Convention of the National League of Nursing Education, pp. 149-64.

> lar effort on our part. As a matter of fact, beneath the camouflage of new terminology, which often deceives ourselves as much as it does others, the same old habits and attitudes may be operating with little or no actual changes in procedure or in product. . . .
>
> We do not expect these nurses [i.e., those who receive a liberal college education] will show greater technical skill than the nurses who receive the older type of training, but we believe that they should be better able to think out their problems, to meet the varied and unpredictable demands of society in the future, and to become self-reliant, self-directing, growing, professional women.[36]

But if, according to another source, changes in nursing practice demanded changes in the educational program, so they also affected the work of the teacher. The nurse-teacher needed to have "initiative, resourcefulness, ingenuity" to devise new types of education. She should have the capacity to align education with the direction of social change. Here is seen the first example of an important idea: the nurse-teacher must know how to knit "liberal" materials into professional studies. Teachers of nursing courses must have had a liberal education to develop the broad qualities appropriate to their work.[37]

The impact of the depression and the growing professional self-consciousness commended liberal college study for two other reasons. First, it would contribute to the status of the profession by eliminating misfits. Second, it would limit the number of entrants.[38, 39] These motives may strike the reader as too self-interested. Less admirable than the high-minded justifications one customarily hears for liberal studies, they have nevertheless been important, though commonly unexpressed, reasons for increasing educational standards in all professions. They were, moreover, expressed by persons outside the profession. The altruism of the nursing profession has, in fact, been demonstrated by its responsiveness to public need. It has immediately found ways of increasing the number of nurses when the public need existed.

In the 1930s, nurses began to call on persons from other academic fields for advice on professional education. Such men as Robert Maynard Hutchins, then president of the University of Chicago, whose controversial position on liberal education stirred the academic mind of the nation, addressed their conventions.[40] He was joined by Earl J. McGrath,[41] later United States Commissioner of Education and a recognized leader of the general education movement, and the philosopher Eduard Lindeman.[42] References to Alfred North Whitehead's *The Aims of Education* make their appearance in nursing literature.[43] In the closing words of her final report as president of the Association of Collegiate Schools of Nursing, Isabel Stewart gave eloquent summary to the kinds of views expressed by these men:

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[36] Isabel M. Stewart, "The Philosophy of the Collegiate School of Nursing," *American Journal of Nursing*, Vol. 40 (September 1940), pp. 1033-34.

[37] Edna Bailey, "The Preparation of Teachers for Schools of Nursing," in *Annual Report and Proceedings* of the 42nd Annual Convention of the National League of Nursing Education, pp. 211-16.

[38] G. W. Graves, "The Junior College and Other Institutions of Collegiate Grade," in *Annual Report and Proceedings* of the 42nd Annual Convention of the National League of Nursing Education, p. 110.

[39] G. A. Works, "Social Changes and Professional Education," *American Journal of Nursing*, Vol. 38 (November 1938), p. 1253.

> Most of these professional schools [in such fields as law, medicine, social work] are concerned with their relationships to the university, with relations of the general and professional educational programs, with the unification of objectives around some concept of education which is finding its expression more and more in terms of broad social needs and the best possible development of the individual not only to meet such needs as a professional person but to function happily and fully as a member of a democratic society.[44]

These agitations could not fail to have an impact on educational standards. For the first time the profession began to see, in its educational program, the results of the interest it had taken in liberal studies. In effect, the ideal of liberal education, which had previously found its justification in terms of professional competence, now began to be seen as an influence toward larger goals.[45] It had become an end in itself. The influence was exhibited in the mid-thirties by the redoubtable Annie Goodrich who then asserted, not for the first time, that all nursing schools should be of a collegiate level.[46]

The 30s brought the first consistent efforts at curricular reform within a framework of liberal ideals. Earlier efforts to break with the militarylike quality of many hospitals and educational institutions were reviewed. These efforts were accompanied by a revision of teaching procedures in nursing schools according to modern laws of learning. This called for making a more sensible presentation of the many kinds of nursing problems; careful planning of learning experiences; better organization of clinical work; and provision for a greater amount of leisure for reflection.[47]

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[40] R. M. Hutchins, "Address of Welcome," in **Proceedings** of the 5th Annual Meeting of the Association of Collegiate Schools of Nursing, pp. 12-14.

[41] E. J. McGrath, "Public Support of Nursing Education," in ***Annual Report and Proceedings*** of the 45th Annual Convention of the National League of Nursing Education (New York: The League, 1939), pp. 119-30; "The Degree Curriculum Giving Basic Preparation for Nursing," in ***Proceedings*** of the 7th Annual Meeting of the Association of Collegiate Schools of Nursing, pp. 1b-6b.

[42] Eduard C. Lindeman, "The Human Situation," ***American Journal of Nursing,*** Vol. 39 (December 1939), pp. 1315-21.

[43] Mary Beard, "Creative Nursing," ***American Journal of Nursing,*** Vol. 36 (January 1936), p. 72.

[44] Isabel M. Stewart, "Report of the President," in ***Proceedings*** of the 7th Annual Meeting of the Association of Collegiate Schools of Nursing, p. 13.

[45] Isabel M. Stewart, "Preparing Nurses to Meet the Needs of a Changing Society," in ***Annual Report and Proceedings*** of the 42nd Annual Convention of the National League of Nursing Education, p. 158.

[46] Annie W. Goodrich, "The Changing Order and Nursing," in ***Proceedings*** of the 40th Annual Convention of the National League of Nursing Education (New York: The League, 1934), pp. 151-58.

The movement to rationalize the educational program had its effects at the college level as well. Just before World War II it was manifested in a study sponsored by the National League of Nursing Education to write the history and investigate the present status and problems of degree (college) programs in nursing. As a result, Lucile Petry Leone (presently Assistant Surgeon General, U. S. Public Health Service) in 1937 presented a set of findings which summarized the views of leading members of the profession on the value of liberal studies. This study anticipated a movement to set standards for college programs that gained increasing momentum over the next twenty years.[48, 49]

THE COMPLETE NURSE: THE 1940s AND 1950s

In 1941, World War II suddenly struck the nation. This national crisis in turn created a crisis in the health professions. It called upon these groups to maintain the physical well-being of a whole population involved in a total war. Nursing carried its share of the burden by shortening the period of study for entry into the profession through acceleration. For the "duration" the idea of extending liberal studies in the nursing program had to be dropped. Scarcely had this crisis come to a close when the exigencies of the "cold war" and its warmer manifestation, the Korean conflict, made new demands.

Although the war had shifted the attention of many authorities in nursing from efforts to improve the educational program to concern with the problem of rapidly increasing the number of nurses, the emergencies that arose during the war and postwar periods produced changes in the practice of nursing that led to a keener realization of the impor-

[47] Margaret Tracy, "To Bring the Curriculum in Harmony with Newer Aims and Standards of Education," in *Proceedings* of the 41st Annual Convention of the National League of Nursing Education, pp. 198-202.

[48] Lucile Petry, "Basic Professional Curricula in Nursing Leading to Degrees," *American Journal of Nursing*, Vol. 37 (March 1937), pp. 287-97.

[49] Lucile Petry, "An Address," *North Central Association Quarterly*, Vol. 15 (April 1941), pp. 400-14.

tance of liberal education. One statement that illustrates the recognition of the war's impact on professional activities and on the need for broader education was made, in 1943, by Sister Mary Therese, Director of Nursing Education at St. Francis Xavier College in Chicago. She cited the views of the National Nursing Council for War Service to the effect that the profession required more individuals who could "contribute to the expansion and refinement of the body of knowledge upon which the practice of nursing is based," and that "the attainment of full stature as a profession is contingent upon the broadening of the general cultural base." Sister Mary Therese went on to say, among other things, that lack of education had led to the social ills of the present, and that a disregard for the value of human life had destroyed the dignity and worth of the individual. Capable leaders were needed to meet the crises of the times, and they could only be developed through an education that created a rich inner life that in turn would allow them to live sanely in a materialistic society.[50]

In spite of the fact that the war had diverted attention from the problem of broadening the educational program, near its end the faculties of colleges of nursing, under the direction of the National League of Nursing Education, produced a report that included one of the most significant statements about liberal education that has been made. Growing out of five regional conferences[51] held in 1944, the report pointed, among other things, to the contribution of liberal studies to professional status and the enhancement of the capacity for humane service. Both of these results, the report stated, would follow from the fact that colleges offered "a sounder scientific and technical foundation, by giving students access to well-equipped libraries and laboratories, and by supplying better instruction than could otherwise be available to them."[52] Furthermore, "a well-rounded, liberalized education" would give the nursing student an opportunity "to broaden out," expand her concept of the world, and would provide acquaintance "with other fields of work besides her own." With this in mind, the final report provided a number of useful guides for the establishment and operation of collegiate programs, and left little doubt that nurses in general needed the sort of preparation that liberal education represented.[53]

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[50] Sister Mary Therese, "Why College Education?" in *Annual Report and Proceedings* of the 49th Annual Convention of the National League of Nursing Education (New York: The League, 1943), p. 203.

[51] Mildred Lorentz, "Five Regional Conferences on Problems of Collegiate Schools of Nursing," in *Annual Report with Record of the Proceedings of the Conference* of the National League of Nursing Education (New York: The League, 1944), pp. 145-53.

[52] Committee on Educational Problems in Wartime, National League of Nursing Education, *Problems of Collegiate Schools of Nursing Offering Basic Professional Programs* (New York: The League, 1945), p. 7.

In 1948 Esther L. Brown's study gave further recognition to the increasingly complex role of the profession brought about by the emergencies of the whole decade, and discussed a number of educational principles that relate to a liberal instructional program for nursing.[54] In a progress report she previewed some of the ideas that appeared later in her book. She distinguished those activities of nursing that involved directing others, adapting nursing knowledge to patient care, community health, and teaching, from the simple execution of routine duties. She found that the more complicated nursing duties demanded:

> . . . very considerable knowledge of the physical, biological, and particularly the social sciences, a careful acquaintanceship with the English language as a tool of communication, and . . . comprehension of . . . intellectual concepts.[55]

Dr. Brown asserted that judgment, initiative, ability to assume responsibility, skill in assembling facts and assessing their significance for action, and the ability to work in an organization were basic. These qualities she believed were developed only through leisurely maturation, and within the setting of a broad and stimulating education. Among other things she favored "a course of study . . . which is at once of real potential value for professional practice and is profoundly 'cultural' in its connotation."[56]

Other expressions of opinion during the 1940s, though they made less reference to the increasingly difficult tasks of the profession, offered additional reasons for expanding the base of nursing education. One of these related to the question of individual personal growth. Here the idea of fulfillment as an individual was combined with the concept that a stable, integrated personality is required to render the best professional service. No less a person than William C. Menninger proposed this view to nurses, and suggested that the excessive narrowness of their training accounted for previous failures in this respect.[57]

Another, and similar, reason related to the matter of citizenship. One statement declared that the condition of the nation and the world community were matters of concern to everyone, but particularly to members of professions, for society called upon them to take an active part in formulating policy. An overconcentration on technical subjects, so the author of these views said, and a lack of attention to matters that develop consciousness of citizenship accounted for the failure of nurses to assume the proper share of responsibility for the welfare of society.[58] The tendency to see a greater role for nurses in the community naturally linked professional preparation to the general education movement, as proposed by the dean of the College of Liberal Arts and Graduate School at the University of Oregon. In an unusually perceptive address to the general session of the convention of the National League of Nursing Education, Dean Johnson said:

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[53] *Ibid.*, pp. 8ff.

[54] Esther L. Brown, *Nursing for the Future* (New York: Russell Sage Foundation, 1948), pp. 73-100, 138-73.

[55] Esther L. Brown, "Professional Education for the Nursing of the Future," *American Journal of Nursing,* Vol. 47 (December 1947), pp. 822-23.

[56] *Ibid.*, p. 823.

[57] W. C. Menninger, "Opportunities in Nursing for a Satisfying Life," in *Annual Report of the National League of Nursing Education and Record of Proceedings* of the 52nd Annual Convention (New York: The League, 1949), pp. 161-65.

> All . . . professions are merged and subsumed in the trunk of the tree—in society itself, or in what we sometimes call "the public." . . .
>
> Every student, regardless of his special interests, needs to have a synoptic view, a chance to see the parts and the whole, a knowledge of relationships. He needs to know the heritage of the past, but let me hasten to add the often-neglected corollary: he also needs to know present-day problems and issues that will inevitably project themselves into the future. In other words, the traditional classical education, or a repetition of the studies which were considered liberal arts in the Renaissance, is hardly enough. He needs to have an opportunity to develop values and ideals which alone can give society direction. He needs to master the art of communication because that alone can bring him out of himself and into full participation in society. . . . He must become aware of the physical environment in which he must live. He must develop a public awareness as a counterweight to his private interest.[59]

Dean Johnson added a notion which has escaped many educators, namely, that although humanistic studies have the greatest intrinsic relevance to these objects, all studies can and should contribute to them.[60]

As a result of the growing awareness of the increasing complexity of nursing and the related recognition of the importance of liberal education during the late 1940s and the 1950s, nursing organizations inaugurated a concerted effort to increase the number of college programs. This effort had its first result in the publication, in 1953, by Margaret Bridgman (then Dean of Skidmore College) of a fundamental study of the problem of the supply of nurses for different kinds of tasks and which recommended standards for the organization of the necessary programs in colleges and hospital schools.[61] The endeavors of nursing organizations also resulted in the establishment of additional curricula on the level of higher education, so that by 1959 there were 171 state-approved basic programs in senior colleges and universities leading to the bachelor's degree.[62] The study of nursing was also introduced into the junior college, a new agency of higher education frequently set up at the behest of and with the purpose of serving the local community. By 1957, approximately half of the junior colleges in the nation offered various types of preparation for aspiring nurses, and twenty-six gave full preparation for beginning positions in hospitals.[63]

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[58] Marguerite L. Fisher, "Professional Women as Effective Citizens," *American Journal of Nursing,* Vol. 49 (December 1949), pp. 757-59.

[59] E. L. Johnson, "General Education and the Professions," in *Annual Report of the National League of Nursing Education and Record of Proceedings* of the 51st Convention (New York: The League, 1948), pp. 351, 352.

[60] *Ibid.,* p. 353.

[61] Margaret Bridgman, *op. cit.*

Like the arguments that had supported previous advances in the education of nurses these forward strides were premised on the recognition of the growing range and complexity of professional tasks. One of the most recent developments of this type, leading to the belief that nurses at the general staff level need a broad education, is the growing number of activities in caring for patients assigned to practical nurses and various auxiliary personnel such as attendants, orderlies, and nurses' aides. This development has produced a situation in which the staff nurse directs a health team in carrying out patient care. These new endeavors of the general staff nurse may not have achieved general recognition, but many leaders of the profession are aware of them. Mildred E. Newton, director of the School of Nursing at Ohio State University, has summed up the tendency in the following words:

> The whole pattern of nursing has had to change in the last fifteen years. Instead of doing this to and for patients, directly, nurses must now work with patients and other personnel in planning and executing the care of patients. This means that students and staff nurses who are members of the nursing team must develop their own leadership potential; skill in . . . human relations is needed to guide and supervise others.[64]

Miss Newton clearly identifies the implications of this shift in responsibilities for the education of team leaders. The demand is for an education that will develop *general* capacities, and requires the coupling of academic with practical work. Miss Newton also suggests changes in nursing educational philosophy consistent with the changing pattern of practice:

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[62] Department of Baccalaureate and Higher Degree Programs, National League for Nursing, *Some Statistics on Nursing Education, 1958* (New York: The League, 1958), p. 9. (A May 1959 supplement to this publication shows a figure of 177 programs, but Eleanor Helm, director of the Department, states that the number of programs has been reduced to 171 as a result of discontinuing weak schools.)

[63] Personal interview (January 1958) with Mildred Montag, professor of nursing, Teachers College, Columbia University.

[64] Mildred E. Newton, "Developing Leadership Potential," *Nursing Outlook*, Vol. 5 (July 1957), p. 400.

> How are these aspiring leaders to be taught? Both academic and in-service instruction have their place. No one can expect a university or the best in-service program ever planned to cover all the information and develop all the skills which any position will demand. All we can expect is that academic instruction will enable the leader to use source materials and resource people to supplement her knowledge, and understand how to develop the skills required.[65]

In 1950 the National League of Nursing Education adopted a statement of principles that has represented policy with regard to higher education since that time and can serve to sum up the movement for advancing the level of nursing studies since 1920. Part of the statement read as follows:

> Education of professional nurses should be an integral part of an institution of higher education, either public or private, or should be in a school conducted as an independent institution empowered by the state to grant appropriate degrees. The basic professional nursing program should include or be built upon at least two years of general collegiate education and should provide the student with learning experiences in all clinical nursing areas, these learning experiences to be under the guidance of qualified faculty members.[66]

Some doubt still remains whether nursing embraces all the qualities which the public associates with a profession, but there can be no question that its members must have a liberal education if it is to aspire to that elevated status. Thus, some observers would demur from the position taken by Margaret Bridgman in her excellent book on collegiate education of nurses, that "the essential amalgamating element in the educational process is the application of knowledge from every source to the science and art of nursing."[67] But the fact that both Miss Bridgman and the accrediting committee of the National League for Nursing recommend that collegiate programs balance professional with general liberal studies[68] suggests that some leaders in the field might define college education in the more inclusive terms of Alfred North Whitehead:

> Education is the guidance of the individual toward a comprehension of the art of life; and by the art of life I mean the most complete achievement of varied activity expressing the potentialities of that living creature in the face of its actual environment.[69]

[65] *Ibid.*, p. 402.

[66] National League of Nursing Education, "Principles on Organization, Control, and Administration of Nursing Education," *American Journal of Nursing*, Vol. 50 (July 1950), p. 396.

[67] Bridgman, *op. cit.*, p. 141.

[68] Division of Nursing Education, National League for Nursing, *Self Evaluation Guide for Collegiate Schools of Nursing* (New York: The League, 1954), p. 12.

[69] A. N. Whitehead, "Freedom and Discipline," in *The Aims of Education* (New York: The Macmillan Company, 1929), p. 61.

Such a definition would place liberal higher education at the center of the preparation for nursing. Moreover, nurses seem ready to accept the judgment of Alan Gregg, a former vice president of the Rockefeller Foundation, who commended them for their "unswerving devotion to immediate practical problems," but reminded them that the nursing profession must have the capacity to deal with profound ideas and abstractions, particularly in presenting its own *raison d'être* to the public.[70]

THE NEED FOR STUDY OF LIBERAL EDUCATION PROGRAMS IN NURSING

It is within the context of these historical and current developments in nursing education that the present study has been conducted. Like the other professions studied by the Institute of Higher Education, nursing, as the evidence has shown, has given considerable thought to the type of education needed for the future. These reflections and related actions have extended over a period of some forty years. In the wake of World War II several publications[71] added materially to an understanding of the educational problems and the desirable developments in nursing. The deliberations of the Association of Collegiate Schools of Nursing, from its organization in the early 1930s to its incorporation in the National League for Nursing in 1953, and the several curriculum guides developed by nursing organizations have made substantial contributions to the illumination of the issues in the higher education of the nursing profession.[72] The most recent and comprehensive report on these continuing efforts is the study by Margaret Bridgman.[73]

Through the years the full range of problems involved in the organization of collegiate programs have been scrutinized and fully explored—including such subjects as financing, one of the thorniest and most critical problems in the development of adequate nursing programs; the selection of faculty and the problems of rank; and the responsibility of the college of nursing for supervising clinical instruction. A substantial body of theory and well-defined recommendations for practice now exist. The focus of thinking has, nevertheless, been on problems of administration; the content of the professional program; and the value of the study of the liberal arts—especially the physical, biological, and behavioral sciences—in the development of competence in nursing. Only *Collegiate Education for Nursing,* however, has given any extensive consideration to the matter of liberal education. Even in this volume the various chapters give almost exclusive attention to the selection and organization of content material related to professional competence. A study that is concerned with the status of liberal education in curricula of schools of nursing and with proposals from the members of the profession and of the Institute staff concerning the part that liberal education should play in the future education of nurses is timely. The following chapters are concerned specifically with these and related matters.

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[70] Alan Gregg, "The Opportunities Before Us," *Nursing Outlook*, Vol. 1 (August 1953), p. 448.

[71] Committee on Educational Problems in Wartime, National League of Nursing Education, *op. cit.;* Brown, *Nursing for the Future;* Margaret West and Christy Hawkins, *Nursing Schools at the Mid-Century* (New York: National Committee for the Improvement of Nursing Services, 1950).

[72] Curriculum Committee, National League of Nursing Education, *Standard Curriculum for Schools of Nursing,* 1917; *A Curriculum for Schools of Nursing,* 1929; *A Curriculum Guide for Schools of Nursing* (New York: The League, 1937).

[73] Bridgman, *op. cit.*

Chapter 3

PROGRAMS

NURSES HAVE DEBATED QUESTIONS RELATED TO THE APPROPRIATE education for nursing for nearly half a century. They have found that no program can aspire to the level of higher learning or imply professional status without systematically providing the basic elements of a liberal education. It is therefore proper to ask in what respect and to what degree curricula in colleges of nursing embody this conception.

Liberal education, as defined here, requires experience with a wide range of subject matter outside a specialty. All phases of the program must focus on the development of essential intellectual skills and the traits of character associated with the cultivated person. Although the curricula of professional schools may include fairly substantial percentages of liberal arts [1] subjects, the distribution by field and general character of these courses may not fulfill the conditions of this definition. Moreover, professional courses, though operating above a technical level, may or may not cultivate general capacities of mind and traits of character. It is necessary, therefore, to examine nursing programs in some detail in terms of the ideas expressed in Chapter 1.

THE USE OF THE TERM "GENERAL COLLEGIATE EDUCATION"

The National League of Nursing Education (now the National League for Nursing) at its national convention in 1950 endorsed the principle that the program "should include or be built upon at least two years of general collegiate education."[2] Individual leaders in the profession, among them Margaret Bridgman, recommend a division of 50 per cent between professional and "general collegiate education."[3]

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[1] The terms liberal arts, liberal arts education, liberal arts courses, liberal arts instruction, and liberal arts subjects are used interchangeably and synonymously in this study to refer to the conventional instruction in academic subjects in liberal arts colleges.

Several studies conducted by the Institute of Higher Education revealed a widespread acceptance of this standard. Nevertheless, the term "general collegiate education" has not in practice always referred exclusively to liberal arts or general education courses. Whether the original statement of principles intended it to do so did not become clear in the course of the present inquiry, but that there are different interpretations in practice is abundantly clear. One chairman of a baccalaureate program, for instance, writing in reply to the question of what courses were included in the curriculum, stated:

> As a point of departure it seems appropriate to define the liberal arts phase of the curriculum as all those learning activities within the curriculum other than the specific professional learning experiences.

Yet the total of 69 credits counted as "general education" in this program apparently includes some six or seven points outside the conventional liberal arts fields. A second program defines "general courses" as "those available to any university student" and places nutrition, general and pathogenic microbiology, fundamentals of social work, and scientific reports in this category. A third includes, among general subjects, the history of nursing and public health, and community health problems, on the ground that, "These courses are listed as 'General Education' since they are background courses which are taken by many nonnursing students." Examination of catalogs of colleges of nursing justifies the conclusion that nutrition and education courses are almost invariably counted in the general collegiate half of the curriculum.

Differentiation, therefore, between a general collegiate and a professional area does not provide a clear picture of the types of programs nursing students follow and consequently of the way various courses contribute to a liberal education. Moreover, the "general" half of the curriculum apparently includes all liberal arts courses, meaning the humanities, languages, sciences, and social sciences. Hitherto there has been no apparent effort to determine what proportion of the general collegiate half of the curriculum should be limited to courses such as history or philosophy, which have only an indirect relevance to the practice of nursing. Thus a college could conceivably meet the standard by establishing a large requirement in the sciences, behavioral sciences, and English composition, and neglect other fields completely. Reliable information on the way nursing programs provide for the liberal education of their students may only be obtained by examining a representative group of catalogs and observing number, kind, and purposes of the various courses offered. This analysis was one of the principal activities in this investigation.

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[2] National League of Nursing Education, "Principles on Organization, Control, and Administration of Nursing Education," *American Journal of Nursing*, Vol. 50 (July 1950), p. 396.

[3] Margaret Bridgman, *Collegiate Education for Nursing* (New York: Russell Sage Foundation, 1953), p 143; see also Department of Baccalaureate and Higher Degree Programs, National League for Nursing, *Criteria for the Evaluation of Educational Programs in Nursing Which Lead to Baccalaureate or Masters Degrees* (New York: The League, 1959), p. 16.

THE BASIS FOR DIFFERENTIATING AMONG COURSE TYPES

The analysis of the over-all problem of professional *versus* liberal education and the theory of curriculum development, as outlined by Dr. McGrath in Chapter 1, provide a theoretical framework for estimating the value of particular types of instruction in terms of the purposes of liberal education. According to this scheme it is necessary to differentiate between courses in terms of their relative function in the curriculum, and their contribution to breadth of knowledge as compared to mastery of a specialized discipline. Factors other than the range of knowledge, such as intellectual stimulation and the formation of values systems, also determine the worth of a given course for liberal education. But no curriculum can be considered to provide a liberal education that does not contain a substantially broad education.

On the basis of this principle the programs of selected nursing schools as described in their catalogs were analyzed under a five-group classification system. The categories were general courses; supporting courses; professional courses; electives; and subjects such as physical education and ROTC. Accordingly, such subjects as foreign languages, philosophy, literature, government, economics, and international relations were placed in the general category. The justification for so limiting the term "general" obtains support from the profession itself, for only these subjects are viewed as having no direct bearing on professional activities. Margaret Bridgman, in a statement about the humanities, which she said applied equally to history and government, observed that:

> Some educators think that the humanities, as a means of communicating the culture of the past to oncoming generations, should constitute most of the content of undergraduate college education. They can, however, be given only limited space in a curriculum that requires so much professional and *related* material. Such courses as can be included should, therefore, be chosen with care. . . . The most important criteria for

> selection of courses should be the inspiring quality of the teaching, and the breadth of understanding and vision they impart.[4] [Italics added.]

The physical, biological and behavioral sciences, including the general areas of zoology, biology, chemistry, and sociology, psychology, and anthropology, even though offered in liberal arts colleges and though they admittedly contribute to the purposes of general education of students generally, are classified as "supporting courses" for nurses. Miss Bridgman speaks of the physical and biological sciences as "obviously essential as a foundation for nutrition, pharmacology, medical principles, and nursing," and refers to the behavioral sciences as "profession-related social sciences."[5]

Nutrition, growth and development and, in some instances, courses in educational psychology and teaching methods also form part of the curriculum for nursing students. At most schools nutrition is offered by the home economics school or department, and teaching methods are offered by the faculty in education. In some instances educational psychology and growth and development courses are offered under psychology, and in others under education. There are a few cases where the members of the nursing faculty have charge of instruction in growth and development. Regardless of what nonnursing department or school teaches these courses, however, Margaret Bridgman and the nursing faculty in general speak of content in these areas as "related" to nursing. They are also, therefore, placed in the "supporting" group.

The fact that there are nursing schools which offer instruction in growth and development indicates that professional subjects—including the history of nursing, the clinical sciences, and the theoretical and practical instruction in nursing practice, pharmacology, and public health—need not be narrowly conceived. Ideally all courses can and should contribute to the broad purposes of liberal education. But in this classification the courses named above will be listed in the professional category because they bear directly on the development of technical competence.

Electives require a separate classification because they may fall in one of several categories. Except in rare instances when colleges of nursing designate the fields from which the student must make her choice, there is no way of telling whether the electives will be professional or liberal arts subjects. And the selection an individual student makes will determine the breadth or narrowness of her course of study. If the choices are largely in the professional field, the total program of the student is necessarily narrower than it would be if all the electives were chosen from among the general or nonprofessional subjects. It is important, therefore, to discover what place the electives occupy in the total program of the individual student. Analysis of student transcripts to discover how they have employed the electives will, therefore, represent a necessary sequel to the present examination of catalogs. Finally, physical education, because it falls in none of the previously mentioned classes, is set apart.

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[4] Bridgman, *op. cit.*, p. 162.

[5] *Ibid.*, pp. 153 and 144-59 throughout. For further documentation of the point that nurses include the sciences and behavioral sciences in the educational program primarily because of their relevance to the immediate concerns of the profession, see *A Curriculum Guide for Schools of Nursing* (New York: National League of Nursing Education, 1937), pp. 143-249.

CONTENT OF NURSING CURRICULA

The results of such an analysis are presented in Table 1. This table shows the breakdown of required programs at thirty-one colleges of nursing according to the five-part classification described above.

It should be remarked at the outset that the selection of institutions does not constitute a statistically representative sample of all the colleges of nursing in the country. They were, however, chosen from an accredited list of the National League for Nursing with the purpose of obtaining a representation of different types of programs, location within public and private institutions, secular and religious affiliation, and geographical location. Discussions with nursing educators, visits to six colleges, and an examination of writings on nursing education all suggest that the patterns of courses revealed in this analysis would not be changed greatly by the addition of other schools.

The figures on the distribution of studies required by the colleges represent percentages of the total rather than the number of credit hours. They make possible generalizations about the ratios between general, supporting, professional and elective courses, and thus show the relative importance of each in the total education of the nurse, as visualized by various institutions.

THE GENERAL AREA

The general area is of most immediate interest in the present investigation. Here the median (middle case) requirement stands at 13 per cent. This means that half the colleges in the sample designate 13 per cent or less of the curriculum for such subjects as English composition, literature, art, and history. But the range is very significant. One college requires 32 per cent, the high figure for the entire group, another

TABLE 1

PERCENTAGE OF TOTAL CURRICULUM DEVOTED TO VARIOUS CATEGORIES OF SUBJECTS IN SELECTED NURSING SCHOOLS

School of Nursing [a]	General	Supporting	Professional	Elective	Other Requirements [b]	Total: General and Elective
1	11	27	55	4	3	15
2	23	19	58	-	-	23
3	28	18	51	3	-	31
4	15	26	57	-	-	15
5	10	28	50	10	2	20
6	11	30	57	-	2	11
7	5	22	45	28	-	33
8	4	21	53	22	-	26
9	-	20	52	28	-	28
10	17	33	49	-	1	17
11	21	28	51	-	-	21
12	5	33	56	2	4	7
13	26	25	49	-	-	26
14	11	26	52	9	2	20
15	10	27	57	5	1	15
16 [c]	16	27	55	-	1	16
17	32	22	46	-	-	32
18	18	39	40	-	3	18
19	25	27	48	-	-	25
20	4	26	53	14	3	18
21	15	41	40	4	-	19
22	15	23	61	1	-	16
23	24	29	44	-	3	24
24	5	20	55	20	-	25
25	22	27	49	-	2	22
26	9	28	52	9	2	18
27	24	25	44	4	3	28
28	10	29	56	4	1	14
29	9	20	56	12	3	21
30	13	16	56	14	1	27
31	8	28	57	6	1	14
Mean percentage	14.39	26.19	51.74	6.42	1.23	20.81
Percentage range	0-32	16-41	40-61	0-28	0-4	7-33

[a] The schools whose curricula are assessed here are a sample of the accredited colleges of nursing in the United States, and were selected in order to obtain representation of different types of programs, situation within a public or private institution, secular or religious affiliation, and geographical location.

[b] Percentage of curriculum devoted to physical education.

[c] Deviation from 100 per cent results from rounding errors.

sets no minimum in this category at all, and two-thirds of the colleges show a figure below 20 per cent.

It is not possible to estimate from the data presented in Table 1 the exact amount of credit or the number of courses the colleges require in the general area, because the total number of credits required for graduation at these thirty-one colleges ranges from 120 to 159 points. Hence, 20 per cent in the general category would mean many more hours of instruction in the institutions which require 159 credit hours for graduation than in those which require only 120.

It is possible, however, to state that the students who take only 4 or 5 per cent of the total curriculum in general courses receive little more than courses in elementary English outside the professional field—hardly a liberal education. If it is assumed that the average number of credits required for graduation at colleges of nursing is around 136 points, one may say that the average (mean) requirement in these institutions is roughly 20 credits in the general area. This figure represents about seven semester courses of three hours' credit or about a semester and a half of the total four-year program of eight semesters.

The requirement in the general category is certainly not large. In light of the fact that subjects in this area—such as literature, philosophy, and history—introduce the student to the persistent problems of mankind one could wish for a larger place for them in the education of the nurse. Such instruction not only has to do with traits which distinguish the liberally educated person, but it also has special significance to nurses who are directly concerned with human beings and human values. It would seem desirable, therefore, for colleges of nursing to increase the requirements in the general education.

ELECTIVES AND THE GENERAL AREA

Since there are no electives at 12 of the 31 colleges in Table 1, the requirements in the general area represent the limit of the opportunity for such studies. But 19, or three-fifths, of the colleges allow some electives and thus make it possible to increase the established minimum. In 10 out of 18 institutions studied the possible increase of general studies through election ranges from 9 to 28 per cent.

It might be assumed that students at the nineteen colleges with electives could apply all of them to general subjects. It is interesting to consider what the impact on the pattern in the general area would be on *all* the colleges in Table 1 if the students were to use their electives in the category of general subjects. The result of such a possibility are shown in Table 1 under the column heading "Total General and Elective." These figures were derived by adding electives to general requirements. Thus in College 9, which has no general requirements, the student might nevertheless elect 28 per cent of the total curriculum in these fields. At the other extreme, College 10, which requires 17 per cent in general subjects, still shows a figure of only 17 per cent, because it has no electives.

Reading from the "Total General and Elective" column, no student could allocate less than 7 per cent to the general category, and at one school students could take up to 33 per cent of their courses, or a third of the curriculum, in general subjects. The student at the middle school would allot 20 per cent of her program to these subjects, or, again assuming that the average total of credits lies at about 136, roughly 27 credits, amounting to nine courses. At 10 of the 31 schools general studies would occupy upward of a quarter of the program.

Students at schools which stand in the higher range of percentages in the elective plus required general column in Table 1 have a substantial opportunity for a broad general education. Nevertheless, only positive action on the part of the college will ensure that such a result occurs. To put the point another way, if the colleges establish a requirement of 20 semester credits in the general category, and in addition insist that another 10 credits in electives also fall in this grouping, the total will amount to a full academic year of instruction, not an excessive requirement in view of the complex conditions of modern life.

THE SUPPORTING AREA

Requirements in courses such as chemistry, biology, physics, psychology, sociology, and nutrition, classified as "supporting," exceed those in the general subjects. As Table 1 shows, the school on the low end of the scale establishes a minimum of 16 per cent in this group. This figure exceeds the median for the general classification, which is to say that the prescription in the general area at half the schools does *not* come up to the level of the lowest requirement at any of the schools in supporting subjects. The median figure of 27 per cent for the supporting area exceeds the required ratios in the general area for all but two of the schools, and the highest supporting requirement of 41 per cent exceeds the high in the general area by 9 per cent. There is clear evidence here of a tendency to place higher value on subjects which relate to the professional field than on those which have general cultural value.

THE PROFESSIONAL AREA

The third group of subjects is labeled "professional." In interpreting these figures it should be recalled that the National League of Nursing Education in 1950 stated the principle that there ought to be an equal division between professional and "general collegiate" studies. The table indicates that over half these colleges do not meet the standard of their own professional association. But the variation is great. The median institution is approximately at the point (52 per cent) set by the League. Moreover, 10, or about one-third of the schools do *not* require as high a ratio of professional subjects as the League recommends, two of them falling as low as 40 per cent. The top figure of 61 per cent, however, indicates a wide deviation from the League position, and the programs which range upward from 55 per cent, especially the six between 57 and 61 per cent, deserve reexamination.

RANGES OF DIFFERENCE

One other fact sums up the significance of the data contained in Table 1 concerning the distribution of required studies at these thirty-one colleges of nursing. It is a valid assumption that a relatively narrow range in the differences between the lowest and the highest percentage in a particular grouping indicates a tendency among colleges of nursing to agree on the importance of those studies. Conversely, a greater range of differences indicates a lesser consensus. For instance, if the difference between the lowest and the highest requirement in the professional category (40-61 per cent, in Table 1) is smaller than the difference between the lowest and highest in the general category (0-32 per cent, in Table 1), one may assume that there is greater agreement among schools of nursing about the importance of professional than about general subjects.

Assuming that the average college of nursing requires about 136 credit hours for graduation, the difference of 21 percentage points (40-61 per cent) between the lowest and the highest requirement in the professional area amounts to nearly a year of study. The difference between the lowest and the highest requirement in supporting subjects, 25 percentage points (16-41 per cent), also amounts to slightly more than a year. Neither of these figures indicates a very high degree of consensus, but they are both exceeded by the range of difference for general subjects (0-32 per cent), which amounts to well over a year of such study. The span in the supporting area is, moreover, only 4 percentage points away from the span in the professional area, while it is 7 percentage points away from the difference in the general area. It follows, therefore, that there is less agreement among these colleges about the importance of general than about professional or supporting studies. Chapter 4, concerning the viewpoints of factulty, deans, and students, will show even less agreement on the subject of liberal education.

ELECTIVES

None of the data contained in Table 1 show the number of credits which nursing students actually allocate to subjects that do not bear directly on the tasks they perform. Several circumstances account for this situation. First, Table 1 indicated that electives can make a difference in the program at 19 of the 31 colleges. At three-fifths of these colleges students could substantially increase the ratio of study in the general area by applying all their electives to it.

Second, the figures were obtained by dividing the total number of credits required by each college into the number of credits in the general, supporting, professional, elective, and "other" categories. Colleges of nursing vary a great deal in the total number of credit hours they require for completion of the bachelor's degree. Consequently, a college which showed a lower percentage of general as compared to professional studies could, because of a larger total requirement in credit hours for a degree, actually require more general studies than one which showed a higher percentage of general studies. Thus a college with a 150-credit program, 90 of which were professional, 35 general, and 25 supporting would show ratios of 60-23-17, whereas one with a 120-credit program split 60-30-30 would roughly show ratios of 50-25-25. It is necessary, therefore, to examine transcripts of graduates to discover how they have actually employed their electives, and to eliminate the ambiguities of interpretation which result from contrasting ratios which derive from quite different bases.

Table 2 presents information about the use of electives as reflected in official student transcripts. It is a classification of the completed programs of 110 graduates of the basic program at ten colleges of nursing for the year 1958. The ten colleges are represented by the letters A, B, C, D, E, F, G, H, I, and J. There are two sets of figures given for each college. The first, labeled "Catalog Requirements," represents the requirements established by the schools and stated in their catalogs; the second, labeled "Average Amount Taken," the average (mean) number of semester hour credits which the transcripts showed the students had taken in the general, supporting, professional, and other groups. Since the set of figures labeled "Average Amount Taken" were derived from transcripts of completed programs, they incorporate the electives that the college allowed and any credits taken in excess of requirements for graduation. Thus by examining this set of figures it is possible to observe the general distribution of courses that students actually took and to estimate the way the student employed the electives the college allowed.

TABLE 2

DISTRIBUTION OF ACADEMIC CREDITS IN VARIOUS SUBJECT CATEGORIES ACCUMULATED BY 110 STUDENTS IN 10 COLLEGES OF NURSING

College		General	Supporting		Professional	Elective	Other	Total
			Science and Social Science	Home Economics and Education				
A	Catalog requirement	6.0	29.33	4.0	80.66	17.33	3.33	140.67
	Average amount taken	14.92	36.63	6.0	80.45	[a]	5.06	143.06
B	Catalog requirement	6.0	21.0	3.0	82.0	27.0	[b]	139.0
	Average amount taken	28.5	25.5	3.63	81.87	[a]	1.0	140.5
C	Catalog requirement	[b]	15.0	[b]	93.5	45.0	[b]	153.5
	Average amount taken	33.43	27.28	.29	93.5	[a]	7.07	161.57
D	Catalog requirement	6.0	20.0	[b]	90-99	34.0	[b]	150-159
	Average amount taken	38.49	30.86	2.19	97.88	[a]	2.56	171.98
E	Catalog requirement	12.0	26.0	9.0	64.0	13.0	2.0	126.0
	Average amount taken	17.31	31.17	15.0	62.83	[a]	3.03	129.34
F	Catalog requirement	10.0	36.0	5.33	72.67	10.0	2.0	136.0
	Average amount taken	22.17	36.17	5.23	73.23	[a]	2.23	139.03
G	Catalog requirement	12.0	23.0	3.0	66.0	20.0	2.0	126.0
	Average amount taken	29.8	25.4	3.0	66.0	[a]	2.0	126.2
H	Catalog requirement	15.0	21.0	[b]	90.0	24.0	[b]	150.0
	Average amount taken	43.9	23.47	1.2	90.0	[a]	2.4	160.97
I	Catalog requirement	14.67	38.0	1.33	92.67	20.0	4.67	171.33
	Average amount taken	31.93	40.52	2.89	86.0	[a]	4.91	166.25
J	Catalog requirement	6.0	34.67	3.33	82.67	22.0	4.67	153.33
	Average amount taken	17.60	39.86	6.47	83.27	[a]	5.53	152.73

Note: Data for this table were taken from sampling of student transcripts. Quarter hours have been converted to semester hours wherever they occurred. Catalog requirements are those which were in effect when the students entered their programs and not those which may apply at these colleges currently. It will be noted that in some cases the number of credits students actually took did not completely fulfill the catalog requirements.

[a] Credits taken as electives are included in the subject categories.

[b] The college catalog did not indicate that any requirements were established in this category.

In Table 2 courses in home economics (such as nutrition and family life) and in education (such as psychology and growth and development) are set off from the natural and behavioral sciences, whereas in Table 1 they were not. A preliminary examination of the transcripts showed that some students had allocated a substantial number of elective credits to home economics and education courses. Courses in professional fields supply technical knowledge and are likely to have less general value than courses in the conventional academic disciplines. It would be undesirable, by classifying home economics and education along with science and behavioral sciences, to suggest that the students had obtained a broader education than actually was the case.

The figures showing the "Average Amount Taken" disclose that the students with the lowest average (School A) in the general area took 14.92 units—roughly 5 courses, or one semester's work—and those with the highest amount of credit (School H) took 43.9 units—nearly 15 courses, or a year and a half of such study. The middle falls somewhere between 28.5 and 29.8 credits, about 9 to 10 courses. So far as breadth of learning is a function of such education, nurses in some schools have far less opportunity to obtain a broad general education than students at others.

THE SHORTER PROGRAMS

Table 2 indicates that the four schools which require the largest number of credits in professional subjects, contrary to what one might expect, are also the schools where the students have taken the largest number of subjects in the general area. This piece of evidence raises the question of the relationship between the length of the professional program and the amount of time available for the study of the liberal arts subjects, especially those which bear more remotely on the career needs of nurses.

In order to understand this relationship it is necessary to consider the background of present collegiate programs. In the early period of their development a five-year pattern predominated. The first two years consisted of liberal arts and the last three, of professional study. Recently the National League for Nursing and a number of leaders in nursing education have encouraged reforms in the direction of bringing preparation for nursing into approximate conformity with the customary bachelor-degree program of four academic years. Some colleges have made considerable progress in this direction; others have just begun or have done little to effect a change. As a result, the length of the period of study in nursing differs considerably from one institution to another.

It is not surprising that reorganization has been slow to come. Shortening the program requires great effort on the part of faculties, including course revisions, rearrangement of clinical instruction, and alteration of schedules. For these reasons these strides deserve the respect and support of all those concerned with liberal education. The movement to reduce the program in length is a central feature of current attempts to liberalize professional instruction. The record shows that the gain in time has not, however, been translated into an increased amount of study of liberal arts subjects. The benefits to students have largely been an improved and shorter period of professional education.

There is evidence that some of the longer programs contain larger amounts of liberal arts instruction, especially in the humanities, and in such social sciences as history and government. For instance, affiliation programs, which are disapproved by the National League for Nursing, require two preliminary years, or 60 credits, in which the student could conceivably take at least 40 credits in the general area.

Colleges 5, 24, 30, and 31 in Table 1 and College A in Table 2 represent cases where the faculty has reduced the length of the curriculum. It is noteworthy that in three of these five cases the total opportunity for study in the general area (which one obtains by adding electives to "general" and taking the simple "general" where there are no electives) falls below the mean (20.81) for the entire group.

College G in Table 2 also represents the shorter curriculum. A study made at the university where this college is located showed that there has recently been an increase in the amount of work in the supporting and professional categories at the expense of electives. Consequently, there is less opportunity for study of general subjects than there was in the past. These findings would suggest that the nursing program cannot be contracted from five to four years without decreasing the proportion of general studies.

Yet some colleges have radically reduced the length of their professional programs and still retained a substantial requirement in the liberal arts disciplines. Skidmore College represents a good example of such a change. This college has progressively shortened its professional curriculum, but, nevertheless, continues to include 54 credits in liberal arts subjects, and 30 of them may fall in the general category. It follows, therefore, that while the demands of professional studies place great pressures on the curriculum, they do not represent an insuperable problem. Where the nursing faculty makes a sufficient effort over a period of years, it can reduce the length of the professional phase of study and at the same time retain a substantial offering in general liberal arts subjects.

ELECTIVES AND EXTRA CREDITS IN SUPPORTING SUBJECTS

A second illuminating set of data in Table 2 shows that students have employed some electives and extra credits for additional study of supporting subjects. The evidence on this matter is obtained by subtracting the required number of credits in each category from the number the student actually took, and then estimating what part of the electives were consumed by the excess. In all but two of the cases the number of credits students took exceeded the total required for graduation, and in four cases they gained a small number by not fulfilling the entire requirement in the professional field. These must be considered as extra credits beyond degree requirements. For instance, students at College E had 13 elective credits. They took 129.34 credits, or about three more than the 126 required for graduation. The number of professional credits taken was less than the requirement by approximately one unit. Counting electives, extra credits, and the unit gained from the professional field, the students had roughly 17 credits to use in pursuing general, supporting, or "other" courses.

The students allocated 17.31 credits to general subjects—roughly five more than the 12 required; 31.17 to the natural sciences and the behavioral sciences—also about five more than required; 15 to home economics and education—six more than the requirement; and 3.03 to "other"—roughly one more unit than the necessary minimum. The division of the 17 free credits was, therefore, approximately one-third to general, and two-thirds to supporting subjects. It may be stated, therefore, that students at College E applied more of their electives to supporting than to general subjects.

Analysis of the distribution of electives at all ten colleges shows the following: in one case (College F) students employed all their electives for purposes of general studies; in another case (College E) they employed one-third of their electives for general studies; in the middle cases the students employed roughly two-thirds to four-fifths of the electives for general studies.

Since the question posed concerns the matter of how students could have increased the number of general courses, it is well to translate the above facts into those terms. In nine out of ten cases students could have taken more general studies than they did. By applying the method of analysis employed in the case of College E to these nine colleges, one may infer that the possibility of an increase at these colleges ranges from 2.40 credits, or about one course, to approximately 22 credits, or 7 courses, with the middle case standing between 5 and 8 credits or about two or three courses.

These credits the students applied primarily to subjects in the supporting rather than to the general category. In nine of the ten cases studied students on the average took about one more course in the sciences or behavioral sciences than required, and in one instance exceeded the prescribed number of credits in the supporting category by 22 units, or roughly seven courses. In eight of the cases the students took a small amount of work above the requirement in home economics and education, but in the case of College E they elected 6 additional credits, or two courses. At five of the colleges the tendency to apply electives to supporting subjects is distinct.

FACTORS INFLUENCING CHOICE OF ELECTIVES

One might suppose that the amount of supporting instruction (sciences, behavioral sciences, home economics, and education) prescribed by colleges of nursing would represent the basic need. Why, therefore, do students not use all their elective and extra credits to extend their general education, in such subjects as the humanities, history, international relations, or economics?

Unquestionably vocational motives enter the picture. Student interest in the sciences, social sciences, home economics, and education arises out of widespread recognition of the contribution of these subjects to the practice of nursing. The writings in the field have, for a number of years, stressed the foundation these subjects provide for understanding the content of professional courses and for developing insight into clinical practice.

College catalogs, and frequently recruitment pamphlets and brochures as well, present the purposes of the baccalaureate program and the nature of the field in a manner that directs attention to courses which strengthen professional competence. One college, which refers to the role of the nurse as a citizen, nevertheless begins a statement of purposes with an allusion to the fact that academic studies develop professional competence:

> The philosophy of [this] School of Nursing is based on the recognition that nursing is a socially vital and socially recognized profession for which academic and professional preparation are essential. Planning for the care of, and ministering to those who are ill are primary responsibilities of the nurse. The goal of comprehensive patient care is reached when the nurse is sensitive and responsive to individual needs and is personally and professionally challenged to meet these needs. But the nurse's responsibilities reach beyond the care of the sick. Professional nurses must be prepared to assume an increasingly significant role in the prevention of disease, community planning for health, rehabilitation, health teaching, research, writing and administration.

Another college gives several paragraphs to objectives of citizenship, intellectual and moral development, but goes on to present professional goals, including teaching and administration and research, at greater length. It closes with this statement:

> The curriculum combines educational experiences from the physical, biological, and social sciences, with experiences in the nursing major so planned that knowledge and understanding of the former serves as a basis for achievement of personal and professional growth and competence in the lattter.

One college issues an informational pamphlet which makes no mention of any values in higher education other than personal advantage and development of vocational competence. As a result of this practice prospective students are likely to assess each part of the program in terms of its contribution to practical ends.

Catalogs of colleges of nursing usually do contain some reference to the larger goals of higher education. It is perfectly possible, however, that individuals who are in a position to govern the development of the program and those engaged in student advisement do not really consider such statements very important. Or they may be too greatly concerned with professional outcomes to give much thought to the implementation of other objectives. An unpublished study done for the Institute of Higher Education concluded that colleges of nursing probably do not take the statements about liberal education very seriously.[6]

The data on the distribution and employment of electives obtained from the study of transcripts tend to add further substance to the findings in the Institute study. The college cited on page 56, for example, says:

> Personal success and satisfaction *are of equal importance* to the college nursing student. The many and varied experiences of college should stimulate literary and artistic interests and should help students to develop inner resources, both spiritual and intellectual, that will add stability and purpose to their lives. [Italics added.]

But this institution requires only 9 per cent of the program in general subjects (literature, philosophy, religion, history, government) and permits only 9 per cent of electives. If the student applied all her electives to the general area these studies would account for less than 20 per cent of the total.

At one school of nursing included in this study, professional and supporting studies were increased, over a period of several years, at the expense of electives, thus reducing the possible maximum of general studies from 30 per cent of the curriculum to 13 per cent. Yet it states that it functions within the ideals of the parent university, which include the belief that:

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[6] Charles H. Russell and Herbert Miller, "The Liberal Arts Component in the Required Programs of Colleges of Nursing." Unpublished study.

> . . . an understanding of the cultural, social, and economic forces which shape our modern world is fundamental to later professional study as well as to active citizenship in a democratic society.

It is equally difficult to see how those responsible for guiding the student's choice of electives at Colleges J and E intend to fulfill objectives of general education. College J observes that:

> . . . education for professional nursing should foster the development of acceptable social and personal attitudes, ethical standards, ideals of service, and the acceptance of professional and social responsibility.

However, it permits its students to apply approximately one-third of the electives to supporting subjects when it already requires some 38 points in this area and only 6 in the general. College E allows its students to apply two-thirds of their electives to supporting subjects, but here the reason is more apparent for its statement of purposes gives only incidental attention to general knowledge.

ROLE OF THE LIBERAL ARTS COLLEGE

The attitudes of nursing educators and the professional motives of the students are not the only factors which predispose the student to elect the sciences, behavioral sciences, home economics, and education. Interviews and correspondence carried on in connection with this study revealed that liberal arts departments bear part of the responsibility for the narrowing of professional education. A large number of deans and faculty members of professional schools pointed out that liberal arts courses often fail to meet the needs of their students. What they criticize is not the lack of adaptation of course content to their specific professional concerns (a form of modification which would narrow the courses considerably), but rather the want of instruction which aims at general cultural ends. This view is illustrated in a letter to the Institute:

> . . . many [of] the introductory courses, particularly those in the natural sciences, are designed for students who major in the specific area and, as such, are too specialized for the majority of students. Broad general courses which are truly comprehensive in nature would be of far greater value to the majority of students than narrow specialized courses . . .

Not only do liberal arts courses often fail to concern themselves with the larger objectives of liberal education, but it is widely recognized that introductory courses, which necessarily make up the larger part of a professional student's study in the area, are commonly taught by junior members of the faculty. Thus nursing and other professional students are deprived of the opportunity to study with individuals who, because of longer experience, should be in a better position to communicate the essential knowledge and understandings in a field and to interrelate the subject matter of the various disciplines.

Moreover, the customary organization of knowledge in liberal arts departments causes difficulties in the choice of electives. These departments arrange their courses in a sequence in accordance with the increasing knowledge of their major students rather than the general interests of the individual concentrating in another area. Consequently they establish preliminary requirements, known as "prerequisites," for advanced courses. Members of nursing faculties point out that their students, because they cannot take more than a limited number of courses outside their own specialty, can fulfill prerequisites in no more than one or two areas. They are, therefore, either deprived entirely of advanced study, or they are forced to make their choices from the sciences and behavioral sciences, where they have normally had enough work to satisfy the prerequisites.

GENERAL EDUCATION COURSES

This feature of liberal arts courses and programs has long been a matter of concern to leaders in higher learning. A number of colleges and universities have, in fact, taken special steps to develop general cultural studies of excellent quality at both the introductory and advanced levels. The question of the inadequacies of liberal arts courses will be considered again at several points in this study. A brief digression from the main theme of the content of nursing curricula at this point is, however, justified to illustrate the types of current criticism and the various forms of general education established to meet them.

Though there are many worthy statements on this subject and many equally worthy programs in operation, the idea and plan of studies at Harvard University represent a particularly interesting example because of the reputation of that institution for the advancement of specialized knowledge in the liberal arts and sciences. Harvard issues a special section of the university *Register* entitled "Courses in General Education" which states the rationale and requirements in its present general education program for college students.

In the past, the booklet points out, Harvard "tried . . . to deal with the problem of general education by requiring students to choose, besides a major field of study, a reasonably well-rounded program of study in other fields." This system, called "distribution," was found "not . . . altogether satisfactory," because "the courses taken to satisfy the distribution requirements were ordinarily rather specialized, or were introductory to special disciplines. In either case the needs of the nonspecialist were . . . sacrificed to those of the concentrator."[7]

Specific inadequacies of specialized liberal arts courses were also noted. Though a specialized course "involves logical thinking, it is nearly always limited to the kind of thinking appropriate to that subject. . . . Nor does it lead to an understanding of the achievements and the point of view of other fields of learning . . . only rarely does it develop those interests and capacities which make for the satisfying use of leisure." Harvard thereupon required all students to pursue a series of general education courses specifically devoted to:

> . . . the cultivation of a sense of values, the development of clear thinking, and an understanding of the physical and social world in which we live, as well as an appreciation of the traditions of Western civilization.[8]

A series of advanced courses was established, known as "Second-Group Courses in General Education," and open to the student on an elective basis. Nurses may find these especially interesting because of the problem frequently encountered in the selection of upper-level liberal arts courses because of the prerequisite system now in effect in most institutions. Of these second-level general courses Harvard University says:

> They are not offered as a comprehensive program of distribution courses, but rather as subjects and as types of courses believed to be of value and interest to the man and citizen, though they may be unrelated to his field of specialization. . . . They are intended to make available to the nonspecialist something of the learning and the point of view of the specialist, as well as to provide the possibilities for discussions of method, of objectives, and of the interrelationships of fields of learning, which ordinarily cannot be emphasized in the more specialized departmental courses.[9]

While the concept of general education, to which Harvard adheres, may not be widely practiced, a report by the United States Office of Education on organization and instruction in social science subjects required for the bachelor's degree indicates that a remarkably large number of liberal arts colleges assign senior faculty to teach introductory subjects and have reorganized them with the needs of nonmajor students in mind.[10] Such recommendations are at the heart of the concept of general education and may represent its most outstanding contribution to higher education as a whole.

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[7] Harvard University, "Courses in General Education, 1957-1958," *Official Register of Harvard University* (Cambridge: The University, 1957), p. 4.

[8] *Ibid.*, pp. 3, 4.

[9] *Ibid.*, p. 8.

Even if the concept of general education were to continue to spread or at least stimulate reform of introductory and advanced instruction in liberal arts colleges, it might not mitigate the tendency of nursing students to elect subjects which play a supporting role in relation to the profession rather than making their choices from subjects that contribute to general culture. Nor is there any guarantee that colleges of nursing would increase the ratio of required study in such subjects as literature, art, poetry, history, and economics. Nevertheless, the existence of criticism of liberal arts instruction and the evidence of a considerable potential for study in the general area at nineteen of the colleges in Table 1 suggests that closer adherence by liberal arts departments to the idea of general education might effect a change. An increased concern on the part of liberal arts departments for the values of genuine liberal education as contrasted with their present preoccupation with limited segments of specialized knowledge would supply a clearer rationale for increasing the general education requirements for the prospective nurse. As long as liberal arts departments offer courses which simply represent another brand of specialization, professional students can justify their election of, and faculties can rationalize requirement of, those subjects which have specific relevance to the practice of nursing. At present the character of liberal arts offerings and programs tends to exacerbate the proclivity of nursing students to pile up supporting courses at the expense of general courses.

COURSES IN THE PHYSICAL, BIOLOGICAL, AND BEHAVIORAL SCIENCES

Where the college of nursing and its associated institution are sufficiently closely related to allow for the arrangement of special instruction, courses and sections in the sciences and sometimes behavioral sciences have been organized for nursing students. In light of the evidence that colleges of nursing set substantial requirements in these areas and students elect additional courses from them, the question of the impact of these practices on liberal education warrants examination.

One letter from a dean of nursing makes it clear that separate instruction in the sciences originated in the hospital school. This tradition persisted when the school became more closely integrated with the university, because there were a number of individuals on the nursing faculty trained to give the courses, and the college found the instruction that they offered well suited to professional needs. Nevertheless, the liberal arts departments questioned the worth of the courses, and expressed the point of view that nursing students ought to enroll in courses taught by instructors regularly trained in the sciences. Eventually the nursing faculty accepted the judgment of their colleagues in the liberal arts, and discontinued their own special courses.

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[10] Jennings B. Sanders, *Social Science Requirements for Bachelor's Degrees.* Office of Education, U.S. Department of Health, Education, and Welfare, Bulletin No. 8, 1959 (Washington, D. C.: Government Printing Office, 1959), pp. 2, 8, 17, 26, 36, 45-46, 68.

Margaret Bridgman clarifies the difficulties colleges of nursing face with regard to the sciences:

> Arranging for instruction in the natural sciences presents a particularly difficult problem, because the courses offered that are designed primarily for majors in the respective departments generally do not serve the best interests of the nursing students. They need substantial courses. . . . The usual roads to these . . . are, however, too long and the emphases and applications irrelevant for their purposes. For example, some chemistry departments believe that the only respectable route to biochemistry is by way of a year of general chemistry, sometimes qualitative or quantitative analyses, or both, and at least a semester of organic chemistry. Similarly a full year of biology or zoology is often required for any other work in the department, and courses in human anatomy and physiology, if given at all, are often conducted on the advanced level.

After further illustrating her point with reference to microbiology and physics, Miss Bridgman concludes:

> If prospective nurses took all these science courses in the prescribed sequences, there would be little time for anything else and the years of academic content would have to be greatly prolonged. [11]

Almost without exception the deans of nursing who replied to the survey conducted by the Institute of Higher Education expressed views similar to one or both of those stated above. Thus the tradition of separate instruction reinforced by the practice of specialization in liberal arts departments represent major reasons for the preference of nursing faculties for special courses adapted to their own ends. There are, however, two other important factors that enter into the situation. One of them, the physical separation of clinical facilities from the college or university campus, would seem especially difficult to overcome. One dean, for instance, wrote that:

> We do occasionally request special sections for nursing students only because our students can go to the campus (five miles away) at a certain time of the day in their junior year; we do this only because it is necessary.

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[11] Bridgman, *op. cit.*, p. 154.

The other relates to the fact that the physical, biological, and behavioral sciences provide such an important foundation for understanding the theory and practice of nursing that they must be taken prior to or early in the clinical period. There is, therefore, a tendency to require large amounts of work in these fields early in the student's program and to leave other liberal arts subjects to the later years. Certain of these supporting arts and sciences, however, are not normally scheduled as part of early instruction by liberal arts departments. It is necessary, therefore, to set up special sections and to condense courses in order to accommodate nursing students.

Faculty members at the colleges visited in connection with this study were quick to point out that special courses remained legitimate offerings in the liberal arts, and are available to, or were actually taken by, students in other divisions, in some cases including the liberal arts college. Data obtained on these courses, which included examination of syllabi and tests, interviews with faculty members teaching the courses, and reviews of enrollments at these colleges, in general supported these assertions. Many of those interviewed asserted that special courses for nurses provided a better general education than the conventional departmental offerings, a view endorsed by Margaret Bridgman:

> Some institutions with established courses like those previously described have come to realize their superiority for general education purposes to the traditional introductory courses in biological science and chemistry, which give too limited a view of the field to students who can take only one course in each science.[13]

This claim may be perfectly legitimate. Little evidence was detected in this study, however, of a strong desire on the part of liberal arts colleges to enroll students who would take, for general cultural purposes, the special courses for nurses.

In general, however, nursing educators oppose segregating their students or organizing special courses for them. They look on such arrangements as expedients necessitated by the need to adapt the resources of higher education to the practical problem of preparing a student for the nursing profession in a limited period of time. The nature of the difficulty involved in reconciling the conflicting claims of the curriculum is well illustrated by a statement from the dean of the College of Nursing at the University of Hawaii:

> We feel the need for more comprehensive courses. Our efforts in this direction have been confined to working with instructors of the required liberal arts courses in order to get less specialized and more com-

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[13] *Ibid.*, pp. 156-57.

> prehensive coverage. This has not been entirely successful. However, we feel it is better even so than to give the courses for nursing students alone which, at present, seems our only alternative.

Moreover, nursing educators in all the colleges visited, and in the stronger schools generally, oppose the special adaptation of courses to the needs of nursing students if they are to be classified as offerings in the liberal arts group. Speaking of the matter of liberal education in general, one dean wrote:

> We believe that liberal education is an essential aspect of the nursing curriculum. However, problems arise in terms of how much emphasis shall be given and what particular course sequences should be required. We do not consider applied courses to fall within the category of liberal education.

If catalog statements can be considered to provide a reliable index of course content, there is evidence that some colleges adhere strictly to this idea. One college lists the following apparently fairly broad course as an offering in nursing:

> *Anatomy and Physiology*. A study of the normal human body structure and function. Laboratory includes physiological experiments, dissection of preserved and fresh specimens, and a study of microscopic slides.

On the other hand, not all colleges take so enlightened a view, for another institution lists the course described below as liberal arts:

> *Microbiology for Nurses*. The purpose of this course is to present microbiology in a specialized way to School of Nursing students, for whom it is a major tool subject.

Much of the evidence indicates that liberal arts faculty members, when asked to do so, organize and schedule special courses for nurses. But even at best these adaptations cause difficulty, and making adaptations to the clinical situation is strongly disapproved. The difficulties inherent in the situation have led the College of Nursing at the University of California, Los Angeles, to consider abandoning special courses, even though they were offered by liberal arts departments and enrolled students from other fields, in favor of enrolling their students in the regular liberal arts offerings. In this case, at least, current thinking at a leading college suggests that standard arrangements may be preferable to special ones.

One last difficulty besets special courses. Educators recognize that specialization of all sorts tends to isolate students from one another. Harvard University, in its famous report on *General Education in a Free Society,* identified this problem as the key factor underlying the need for general education.[13] Students must share courses in order to develop common aspirations and ideals and to counter the tendency of modern society toward narrow self-interest, or what the sociologists call "anomie"—a sense of social anonymity and meaninglessness of life as a whole. Margaret Bridgman, in spite of her willingness to accept special courses, also recognizes the ill effects brought about by isolation of students, for she observes:

> This policy . . . results in early separation of students from each other, with the narrowing of interests that generally accompanies narrowing of applications. Thus, the purpose of shared experience and opportunity for intercommunication among groups about their divergent interests is defeated.[14]

Nursing educators, therefore, sense that special courses and sections represent unsatisfactory expedients. Above all, so far as the present study is concerned, it must be observed that separate instruction necessarily has a "preprofessional" flavor which places additional obstacles in the way of achieving the goals of liberal education as outlined in Chap. 1. Not all such courses represent narrow adaptations to the clinical situation. If, however, they are to contribute to a broad liberal education, they ought at least to conform to the terms recently stated by Margaret Bridgman in a letter to the Institute of Higher Education:

> In general, about half the credit for the baccalaureate degree in a four-year college or university program in nursing . . . is expected to be in liberal arts. Some of these courses are directly foundational or contributory to the professional major in nursing and therefore are specifically required . . ., but they are considered "liberal" if they are normally offered by liberal arts colleges, are shared by students in various major programs, and are general rather than applied in nature and presentation. Under these circumstances they provide breadth . . . though at the same time teaching fundamental principles applicable in many professions including nursing.[15]

RELATIONSHIP OF THE PROFESSIONAL PROGRAM TO LIBERAL EDUCATION

The objectives of college programs in nursing are dual: to prepare individuals for beginning positions in the full range of activities of the profession; and, to the extent possible, to achieve the values of a liberal education. Yet it is impossible to reach the latter of these two goals in the short compass of the bachelor's degree unless the entire curriculum is involved in the effort. The study of the liberal arts in the early college years cannot alone achieve this objective. The professional phase of study must also be concerned with the cultivation of intellectual skills and traits of personality and character, matters of primary concern in liberal education. Moreover, in order to achieve the purposes of both liberal and professional education there is a real advantage in having professional and liberal arts course instruction run simultaneously throughout the entire period of undergraduate instruction whenever this is feasible.

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[13] Harvard Committee on the Objectives of a General Education in a Free Society, *General Education in a Free Society* (Cambridge: Harvard University Press, 1945), pp. 36-43.

[14] Bridgman, *op. cit.*, pp. 157-58.

[15] Letter addressed to Herbert Miller, May 6, 1958.

Although the contribution of professional studies to liberal education will be discussed prior to the question of timing the offering in liberal arts disciplines, it must be kept in mind that the pedagogical issue underlying both questions is the same. The need for continuous concern with the objectives of liberal education constitutes the common standard for resolving both problems. For if there is a sharp separation of the curriculum into two parts, so that the study of liberal arts subjects takes place in the freshman and sophomore years, and the study of professional subjects in the junior and senior years, there is a tendency to perceive liberal education as ending when professional learning begins. But if a faculty decides that the study of the liberal arts subjects ought to continue throughout the entire four years, there is more likelihood that it will also be concerned with the contribution of professional subjects to liberal education.

THE LIBERAL ELEMENT IN PROFESSIONAL COURSES

That educators in the field of nursing recognize that professional instruction can assist in the achievement of the objectives of liberal education was illustrated by a statement made by Dean Helen Nahm of the University of California School of Nursing at Berkeley in a letter to the Institute of Higher Education in which she wrote:

> It is difficult, however, to state unequivocally that a certain part of the student's program is liberal education and that the remainder is professional. We believe, strongly, that there are elements of liberal education in all our professional courses; that our aim throughout a professional program should be to teach students to think for themselves, to express their ideas, to add to their fund of information, and to search for answers to problems. We believe students need to develop insight into their motivation and that of others, to learn how human beings grow and develop throughout the entire life span and how growth is affected by varying culture patterns. We believe they need to gain perspective on

> developments in our society in general and how these developments influence practice in a profession. In other words, we believe content from professional education can be used to enhance liberal education, just as liberal education is used to enhance professional education.

A detailed analysis of the specialized instruction in nursing lies beyond the scope of the present inquiry. It is, however, possible to point to some of the newer developments which contribute to the achievement of the goals of liberal education by broadening professional courses.

One reason for this newer emphasis is the growing complexity of the activities of the profession which calls for the application of foundational knowledge to all phases of nursing. Currently there is an effort to orient the professional program to the behavioral sciences. A number of studies of the possibility of including mental health materials in the nursing curriculum have been made. The effort thus to broaden professional subjects has taken much of its impetus from the idea of "integration" held by leaders of the general education movement. The concept of integration reflects one of the major theories of curriculum construction basic to the current efforts to restore the liberal element to higher learning, for if integration of subjects is to occur there must be greater emphasis on underlying principles rather than on details and techniques. Such emphasis, according to advocates of general education, sets knowledge of the particular into the larger frame of reference of the general.

Second, the nursing program originally was established in the expectation that the nurse would work in a hospital or on private duty. Consequently, instruction on the various services and wards dominated its structure, and mastery of a series of techniques was stressed. But nursing today involves greatly varied situations and circumstances, including public health agencies, schools, and industries as well as hospitals and homes. In these diverse situations the nurse may be expected to play a variety of roles, including the eventual direction of a health team, supervision, teaching, and administration. It has been recognized, therefore, that she needs to understand the field in general and to develop a wide variety of skills. Hence theory and principles have been stressed in professional courses.

Finally, nursing educators no longer assume that undergraduate students can gain mastery of the entire field. The increasing complexity of the profession, the growth of new specialties, and the accumulation of specialized knowledge prevent the development of complete competence in a bachelor's program. College programs can only aim to prepare students for beginning competence and to lay the foundation for continuing self-education.

This last objective demands intellectual power and independence of mind. Nursing instruction today stresses research and self-direction. The student is expected to make extensive use of library resources, and to learn through her powers of observation rather than by mastering techniques through constant practice. She must, in order to build these capacities, develop attitudes which will ready her to accept change and to penetrate into matters unknown. Such abilities require the development of personal qualities that have been traditionally associated with the humanistic outlook of the liberally educated man or woman.

On the other hand, many nursing educators feel that the colleges have made too little progress in the reform of professional programs. Many factors account for this situation, among them the shortage of persons trained to teach on the college level.[16] But, according to Bernice Anderson, chairman of a subcommittee of the American Nurses' Association, the key factor in the improvement of the professional program is the need for colleges of nursing to control the students' education when they go to hospitals and other agencies for instruction. Lacking this control they cannot plan or properly supervise the teaching program. As a consequence of this administrative handicap students commonly serve a given amount of time on various wards and in other activities whether such service is educational or not.

But Miss Anderson, who is also a member of the faculty of the Department of Nursing at Teachers College, Columbia University, observes that a lack of experimentation has restricted progress. State licensing boards set the minimum requirements for instruction in the practical aspects of nursing education, and both colleges and the agencies that cooperate with them by providing the facilities for practical training have assumed that these requirements were frozen. But in the eyes of the Special Committee of State Boards of Nursing of the American Nurses' Association and of many state bodies as well, requirements should not be interpreted as coercive or restrictive. Flexible boards have expected that schools would attempt to develop new curricular patterns and modes of teaching, but only recently has there been more than an occasional request to do so. A genuinely creative approach, according to Miss Anderson, will do much to break through the problem of fixed patterns of nursing instruction. The newly adopted guide for state boards in developing accreditation standards explicity states that "standards should be formulated and administered to encourage sound experimentation." [17]

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[16] Department of Baccalaureate and Higher Degree Programs, The National League for Nursing, *Some Statistics on Nursing Education, 1958*, p. 3, showed that only 387 individuals in 1958 graduated with a master's degree in nursing education. Eleanor Helm, Director of the Department, points to this problem as critical in nursing education.

TIMING IN OFFERING LIBERAL ARTS SUBJECTS

The objective of maintaining the continuity of liberal education throughout the entire curriculum should also play a part in deciding the arrangement of liberal arts and professional courses. Chapter 1 makes a cogent case for a concurrent arrangement of these two phases of instruction, but it is worth repeating here that to set the two types apart, so that, for instance, the student takes two years of liberal arts followed by two years of professional study, creates a division between general cultural development and specialization. In point of fact the second should represent an application of the first in the realm of the practical tasks of life, thereby adding the dimension of depth. Moreover, liberal arts studies constantly enlarge the understanding of the career in its entire setting if both types of instruction are allowed to continue in close proximity.

The practical significance of interrelating liberal arts and nursing instruction was well illustrated by Dean Mary Tschudin of the School of Nursing at the University of Washington, who said:

> I believe there are a number of important problems for professional education which relate to the liberal education content of professional curriculums. First, and perhaps foremost, is the nature of the relationship between these two aspects of the curriculum. If the purpose of liberal education is to provide breadth of view and a perspective on the world in which we live and if this is considered an important facet of the education of any professional person, then I believe the two segments must be closely interwoven. A two-year required sequence in liberal education prior to professional education poses two problems. First, the student tends to view the liberal education requirements as something to "get out of the way" prior to undertaking work in his primary field of interest. It fails, I believe, to permit the continuing interplay between general and professional education that helps to develop the professional person. Second, a two-year liberal education preprofessional requirement is likely to cause a lengthening of the undergraduate professional program or to move professional education to the graduate level. At the present time, at least, this would not be wise in nursing.

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[17] Subcommittee on Preparation of Educational Standards for Use by State Boards of Nursing, Special Committee of State Boards of Nursing, American Nurses' Association, *Guide for Use of State Boards of Nursing in Developing Standards for Accrediting Preservice Education Programs Preparing Professional Nurses* (New York: The Association, 1959), p. 19.

It is evident from the above statement that the curricular policies of parent institutions either encourage or prohibit the concurrent study of liberal arts and professional subjects. For instance, in the affiliation program the nursing student completes her liberal arts courses prior to entering the hospital part of the program, with the result that the integration of the two phases of the curriculum is virtually impossible. Some universities set up a lengthy preprofessional requirement, which has a similar effect.

But the requirements of clinical instruction, whether in a hospital or other agency, also create barriers to the simultaneous study of liberal arts and professional subjects regardless of over-all curricular policies. State law and the traditions of nursing education, similar in many respects to on-the-job training, dictate that the student must obtain her experience in the various services in continuous blocks of time. These arrangements grew up in the time when the performance of nursing duties for the hospital represented the dominant pattern of nursing education.

Faculty members in many programs help to teach in the clinical setting and have been able to make some changes. But even under these circumstances the college may be at so great a distance from the hospital, and the force of tradition may be so strong that it is extremely difficult to bring campus and clinical instruction together. Consequently, many of the most forward-looking schools have had to accept a separation of the two types of instruction.

Nevertheless, faculties which have accepted the challenge have been able to circumvent many of the mechanical difficulties. Three of the colleges visited in connection with this study illustrate the kinds of things that can be done in the difficult situation where students must reside away from a college campus during the clinical period of instruction. Skidmore College has invited members of the liberal arts departments from the campus in Saratoga to lecture to the nursing students during the clinical phase of study in New York City. In making budgetary provisions for this purpose Skidmore has evidenced its conviction that the arrangement has real educational significance.

Cornell University's School of Nursing enrolls students after two years of study in a liberal arts college. Like those at the Columbia University's School of Nursing, which we shall consider later, students at Cornell reside at a hospital in New York City after the two preliminary years elsewhere. During nurse training Cornell formally permits students to take evening courses in various subjects of their choice or other forms of instruction at institutions nearby the nurses' residence. This proviso, even though it is limited to better students, assumes considerable significance when it is recalled that members of nursing faculties have in the past felt that the student should concentrate exclusively on professional subjects during that phase of education.

Columbia University's School of Nursing in the College of Physicians and Surgeons approaches some of the goals of liberal education through extracurricular social and cultural activities. To supervise this program the school has a full-time director of activities who works closely with the Activities Council of the student government in the development and management of the extracurricular program. The director's responsibilities include arranging for theater parties, obtaining tickets to cultural events in the city, and planning social affairs. The faculty has also considered the possibility of permitting students to take nonnursing subjects while they are engaged in professional studies. This policy, however, has not yet been officially adopted.

Other colleges, such as that at Wayne State University, have abolished the nurses' residence, thus permitting students to live nearer the campus and to avail themselves of courses and other activities during their free hours. At best, colleges have been able to arrange for clinical instruction during only part of the day or week to permit the student to pursue a part-time academic program. Imaginative planning and active leadership based on a commitment to the concept of liberal education have sustained these innovations which deserve widespread study and, where possible, adoption with appropriate local modifications.

The growing consciousness among nursing educators that there should be no sharp demarcation between the liberal and professional parts of the curriculum is apparent. This kind of thinking originated with the effort to raise the level of instruction in the career field for all prospective nurses, and has found particular expression in college programs. The attainment of the goals of liberal education within the framework of professional studies and the integration of liberal and professional subjects represent no easy tasks. Much remains to be done toward these ends. But the continuing efforts of pioneering schools will unquestionably bring further progress and a steady resolution of the problems which have so long held nursing education on the level of apprenticeship.

Liberal Education and Present Nursing Programs

Chapter I of this book presented the argument that a contemporary concept of liberal education should encompass three broad purposes: (1) it should develop breadth of knowledge; (2) it should build intellectual power; (3) it should assist in the creation of a coherent scheme of values. The argument led to the proposition that the first element can only be fully achieved by the extensive study of the conventional liberal arts subjects and that the two latter can and must represent goals of the professional curriculum as well as of the liberal arts disciplines. It followed that certain features ought to distinguish a liberal educational curriculum for the professional student: instruction in the liberal arts ought to aim at the broad purposes of liberal education rather than focus on the needs of specialists, whether these be majors in academic subjects or professional students; such instruction, assuming a 120-point program, ought to occupy a third or more of the curriculum for most students; it ought to take place concurrently with study of professional subjects; professional studies should be so organized as to carry forward the elements of a liberal education founded in the liberal arts disciplines.

If one accepts the foregoing concepts of the professional curriculum, the data presented in this chapter make possible a number of observations about the contributions of nursing programs to liberal education. While it is evident that some colleges exceed the figure of 40 or more credits in liberal arts instruction, it does not follow that they fulfill the intent of the above recommendations. In general, a large number of the presumed requirements in the liberal arts fields are satisfied by courses closely related to and supporting the professional area, with the result that the opportunity for development of breadth of education is commensurately limited.

A number of nursing educators feel that liberal arts instruction does not make an adequate contribution to the development of the intellectual qualities and sense of values claimed for it. To some extent nursing faculty members can do little about this because they do not control the content of liberal arts subjects. On the other hand, many colleges of nursing place their students in special sections where content has been organized with their special needs in mind. Although not all such courses are narrowly geared to professional needs, it is questionable whether they are likely to make as significant a contribution to the larger outcomes of liberal education as general courses.

In some colleges of nursing students expand their education considerably by electing courses in such subjects as philosophy, literature, and government. But in most there is a tendency to elect courses which support professional instruction. Again the situation is not entirely under the control of the nursing faculty. For if nursing students wish to take advanced courses in the liberal arts college they are often limited to fields in which they have satisfied preliminary requirements established by the department concerned. If, however, the colleges of nursing, especially those with the shorter programs, wish to fulfill the objectives of developing the student as a person and a citizen, as they avow, electives could be better used for increasing breadth of knowledge by the choice of other nonprofessional subjects.

On the matter of treating the professional course as an aspect of liberal education and of continuing the study of the liberal arts throughout the collegiate period, authorities on nursing education agree that there have been forward strides, but the full attainment of these goals still lies in the future. At present the fulfillment of these objectives awaits the resolution of such practical problems as staffing collegiate programs, altering traditional patterns of nursing education, and financing.

It is evident that nursing education falls short of the concepts of a broad education expressed in the first chapter of this book and of the professed objectives of its leaders. Few deans today, however, would agree with the one who wrote, "We do need liberally educated nurses, but I feel our first obligation is to prepare them to be able to carry out their professional duties"—a statement which implies that general education is of less importance to the prospective nurse than professional training. The thinking of nursing educators, the present structure of the program, particularly the recommendation that half the courses ought to fall in subjects outside nursing, and the emerging character of professional instruction, reveal a deep and lasting interest in the more generous education of nurses. The evidence indicates that the nursing profession is well in the forefront of efforts generally to expand the content and the spirit of professional education to make it serve both the needs of practice and the larger responsibilities of life.

Chapter 4

VIEWPOINTS

THE LEADERS IN NURSING PLAY A VITAL ROLE IN SHAPING OPINION AND policy concerning liberal education, but deans and faculty members must design specific programs for its achievement—and students are the subjects of its influence. In any effort to reshape nursing for a fuller service to contemporary society it is fitting, therefore, to consider the thinking of all three of these groups. The present chapter reports investigations of their views. Two sources of information and opinion provide relevant data. The first, a series of visits to six colleges of nursing, included over 130 interviews with deans, faculty members, students and members of nonnursing departments. In hour-long interviews it was possible to explore in considerable detail the subject of liberal education as an element in a professional curriculum.

The second source, a questionnaire survey of the points of view of staff members in eight different professions was conducted by a consultant to the Institute of Higher Education, Dr. Paul L. Dressel. The resultant data, which supplied much information concerning the opinions of faculty members in nursing schools, were related to similar subjects discussed in the interviews.[1] The survey brought returns from 318 individuals at 27 colleges of nursing. Although not a statistically representative sample of all colleges of nursing in the United States, this study of faculty opinions unquestionably provides considerable insight into the prevailing views on this subject. Hence, the interviews and the Dressel study should together provide a reasonably accurate picture of what educators in the field of nursing think about the issue of liberal education.

[1] See Paul L. Dressel, Lewis B. Mayhew, and Earl J. McGrath, *The Liberal Arts as Viewed by Faculty Members in Professional Schools* (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

VALUES OF LIBERAL EDUCATION

The one dominant fact in all these inquiries is that nursing faculty members, deans, and students whose views were sought by questionnaire or interview almost universally support the study of the liberal arts subjects as part of a professional education. The Dressel survey included two items which bear particularly on the matter. First, faculty members were asked to state whether they believed a requirement of some liberal arts courses should be imposed on all students. Of the 295 responses to this question examined by the present author, only one expressed any uncertainty that such a requirement was desirable. Second, the survey also included an index of attitudes toward the liberal arts, which revealed that educators in nursing ranked above all groups in favoring the study of these subjects.[2]

The question, therefore, is not whether individuals in colleges of nursing endorse the study of liberal arts subjects. They clearly do. It is, rather, a matter of the reasons why they favor such instruction, what subjects they prefer students of nursing to take, what qualities they seek in courses of this type, how large a portion of the curriculum they should occupy, and at what point in the student's education they should be taken.

TYPES OF VALUES

The values individuals in colleges of nursing see in the study of various liberal arts subjects to a large extent shape their thinking on the matters of quantity, kind, and quality. Views on the value of liberal arts education will, therefore, be considered first.

Two strands of thinking concerning this subject emerged in the course of the interviews. The first is concerned with the development of professional competence; the second, with personal and civic qualities. A composite statement of these values is presented here even though they tend to a degree to repeat previous statements, because they represent the actual thinking of individuals directly concerned with the nature of the curriculum in colleges of nursing. Both lines of thinking tend to attribute similar characteristics to the liberally educated person, but because the value of the liberal arts in nursing is uppermost in the minds of faculty, this aspect will be given first consideration.

Contribution of liberal arts to professional competence. Most individuals who approach the study of liberal arts subjects in terms of

[2] *Ibid.*, pp. 12; 14 (Table 2).

its contribution to professional growth start from the premise that nursing is a profession. In its present form it involves activities ranging from the care of patients to administration, teaching, and community health service. The care of patients today, however, is a complex activity which no longer permits the routine application of procedures and techniques. The swift changes in medical practice and the rise of new specialties makes mastery of all knowledge in the field impossible. The nurse is, therefore, constantly confronted with unstructured situations. Consequently, she must have general intelligence, flexibility of mind, a sense of independence necessary to exercise personal judgment, and a knowledge of fundamentals.

There is increasing awareness of the part that psychological and social factors play in the maintenance or regaining of sound health. Individual feelings, differences in cultural and social background, age and maturity all must be taken into account in order to design a course of therapy and make it effective. Few patients spend long periods in a hospital convalescing. Most must, therefore, be instructed in caring for themselves. Though much of the responsibility for professional guidance to the patient must fall on the physician, consideration of all these matters requires that the nurse also be familiar with the relevant facts of the physical and biological sciences, psychology, sociology, cultural anthropology, and education.

Nursing today requires the performance of a number of roles in the community. Certain fields, especially public health, school, and industrial nursing call for work with individuals and groups in public and private agencies. These are far removed from the sickroom, and frequently the nurse must operate in these situations with considerable independence. But, still more, the effort to stress prevention of disease, which has assumed increasing importance in the past twenty years, demands leadership and technical knowledge. The nurse must, therefore, take part in civic activities which relate to the health of society at large. The performance of these functions not only demands versatility and extensive knowledge, but also requires a keen sense of social responsibility.

The profession as a whole is becoming more clearly distinguished in the public eye and in the process is rising to higher occupational status. Nurses today enter the university community as faculty members enjoying the same status as those in the profession of medicine, law, dentistry, and college teaching. With increasing frequency they work with members of other professions on an equal plane in the academic community and in public affairs. Moreover, their contacts with foreign nations are growing, for nurses are called upon for consultation in setting up related services and educational programs abroad. These elements of their contemporary professional life demand a higher level of personal acceptability in a wider variety of social and economic groups than was previously the case. Nurses are rising to the challenge of the increasingly varied circumstances in which they are placed.

Faculty members who stated the foregoing opinions believe that liberal arts education can play an indispensable and a unique part in preparation for the profession which must meet the current and emerging demands of society. They see these subjects as cultivating an adaptable mind capable of making judgments in a variety of situations, a capacity and desire for self-education, and a dedication to service. They do, to be sure, tend to emphasize the value of knowledge and skills derived from the study of the physical and social sciences in matters related to practice. But they also believe that nursing education must emphasize broad skills, such as those involved in the processes of logical thinking, of communication—reading, composition, and speech—and the ability to grasp the meaning of facts and to extrapolate judgments from them. Philosophy, religion, literature, and poetry they esteem for the part they play in developing a sense of social values. At present, however, they seem to undervalue the rich personal satifactions that may result from the study of such subjects.

Intrinsic worth of broad knowledge. The second line of arguments that faculty members gave for the study of liberal arts disciplines was concern with personal growth, and was related to nursing only inferentially. In most interviews individuals brought this matter up secondarily and discussed it much more briefly. Many overlooked it altogether. In a few cases, however, the order was reversed. Emphasis fell first on the qualities of personal development that tradition has ascribed to liberal education. The ideas here expressed are necessarily sketchy and incomplete because they are limited to what was actually said.

In touching on self-development, some stated, or implied, that the study of the humanities enhanced the opportunity for personal enjoyment and satisfaction because it enlarges the realm of one's interests. Art, music, the theater, films, opera, and literature were judged to be intrinsically interesting and to add variety to life. Liberal studies were also thought to build a well-rounded character and a sense of personal worth and independence.

In some interviews there was reference to the fact that the liberal arts instruction contributed to self-knowledge and an understanding of the role of women in life. One such statement rang with a strongly feminist tone: women, it held, have charge of humanity during its infancy and must themselves be civilized if civilization is to be transmitted to oncoming generations.

It was felt, also, that liberal studies tend to counter the narrowing influences of a career. They free the mind from limitations imposed by the circumscribed activities of a single occupation, and introduce the student to the larger realms of life. This last matter was considered especially important by several individuals for the reason that nursing constantly deals with serious human problems and with individuals whose illnesses often make them disagreeable. Constant exposure to suffering tends to create a splenetic outlook on life which can be best countered by diversions and interests that are unrelated to professional activities.

Another thread in this line of thinking concerned the contribution of liberal education to intellectual stature. Without meaning to imply any disparagement of nursing courses, it was observed that liberal arts education confronts students with a wide variety of difficult subject matter and introduces them to the world of abstract ideas. In order to reap the benefits of these studies students must develop analytical capacities and increase their ability to follow the logical processes involved in drawing generalizations from facts.

Lastly, liberal education was believed to result in an enlarged conception of society, the world, and life. Through becoming aware of the differing beliefs, customs, and purposes of other peoples and other times the student inevitably realizes that human existence takes many forms just as defensible as her own. Exposure to these alternatives will cause the nurse to reformulate her values at a higher, more inclusive level. When the nurse considers her role as a citizen, the study of subjects that deal with public affairs will add meaning to such terms as "independence," "justice," a "free society," and enhance her capacity to perpetuate the values which are her social heritage.

Individuals who pursue these lines of reasoning in advocating the study of liberal arts subjects see in them many values similar to those seen by advocates of the first line of thinking. The two approaches are not mutually exclusive, and it is not surprising that some individuals expressed both. However, statements relating to the second group of ideas tended to place greater emphasis on such subjects as history, philosophy, religion, economics, government, literature and poetry, which traditionally have endowed the individual with the greatest capacity to move intelligently among his fellows and to understand the human drama.

DIFFERENCES BETWEEN STUDENT AND FACULTY VIEWS

The value of the liberal education was also a subject of discussion in interviews with students at all six colleges. Significantly students identified different values in the study of liberal arts subjects from those mentioned by faculty members in the same institutions. They generally placed a higher value on liberal education as a means to personal growth than as an aid in the more competent practice of nursing. They seemed to sense the need for breadth of education more than their teachers.

A number of factors may account for the contrast in student and faculty views. Students have not had the opportunity to encounter the thinking of the profession on the subject of liberal education, and consequently have not acquired the excessive concern with technical subject matter which is the almost universal characteristic of members of the teaching profession. Student ideas reflect the kind of thinking one might expect to hear from advocates of traditional liberal education. As they enter upon their careers and become indoctrinated in the lore of the profession it may be expected that their ideas will more nearly coincide with those of faculty members. This view was supported by the observations of several instructors who remarked that most faculty members, having been steeped in their profession through taking the R.N. program and practicing nursing for a number of years prior to entering upon studies leading to the bachelor's degree, were somewhat narrow in their intellectual outlooks and interests. Their contact with the larger areas of learning had come too late in life to alter materially their appraisal of broad knowledge. Interviews with two recent graduates of basic programs on the faculty of two different colleges gave some confirmation to this opinion, for they placed much greater emphasis on the general values of liberal education than their older and more professionally minded colleagues.

VIEWS OF DEANS AND THEIR ASSISTANTS

Deans and their assistants took a more inclusive view of the values of liberal education than either faculty members or students.[3] They discussed the significance of liberal studies for personal and general development, points often overlooked by faculty members, but the deans also noted the contribution of these subjects to professional growth, a consideration which students often neglected. In effect, the deans were saying that competence in a profession is determined by all the qualities that make up an individual's life. Thus a student who values truth is also likely to take an open-minded and creative approach in the activities of her career. To the degree that she understands her fellow men, she will be a more thoughtful and sympathetic nurse. Margaret Bridgman illustrates the kind of values that deans saw in a broad liberal education. The liberal arts, she wrote, "provide breadth . . . though at the same time teaching fundamental principles applicable in many professions including nursing." This means that though a comprehensive education has value in itself, it also enhances the capacity for high-level professional performance.

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[3] At one college the absence of the dean made an interview impossible. At another the brevity of the interview permitted only cursory discussion of the present subject. At both colleges, however, individuals who assisted the dean provided ample evidence concerning thinking at the top administrative level.

That deans have a broader view of the value of liberal arts than do faculty members is indirectly confirmed by the Dressel survey of faculty viewpoints. One series of questions asked faculty members to rate the views of the dean or director, department chairmen, and faculty members in professional schools on the subject of increasing the amount of study in the liberal arts. Respondents were asked to state whether (1) they believed each of these groups would favor increasing the proportion of liberal arts instruction at the expense of professional instruction; (2) whether they would *encourage* the study of the liberal arts, *but not at the expense* of professional subjects; or (3) whether they felt that the former were of little value to professional students.

Only about 19 per cent of the faculty members who responded felt that their colleagues and the department heads would favor an increase in the study of liberal even at the expense of professional courses, whereas 33 per cent felt that the deans would favor such a step. One individual thought that deans attached little importance to the liberal arts, whereas seven believed that department chairmen held such negative views and nine believed that faculty members held similar views.[4]

It is likely that the roles played by deans and their assistants account for the opinion among faculty members that these administrative officers hold broader conceptions than students or teachers. In the first place, the responsibility of deans for the over-all purposes and content of the curriculum requires them to consider the rationale of the whole educational experience. Consequently, they take a more detached view than staff members, who are primarily concerned with education in their own specialized fields. Administrative officers, to a greater degree than teachers, are likely to have given thought to liberal education and perhaps to have participated at the national level in deliberations and the formation of policy related to this matter. In the course of such activities they have necessarily had to become conversant with the most advanced thinking on the subject.

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[4] Dressel, *op. cit.*, pp. 50; 52 (Table 35).

Furthermore, deans are by their very positions usually required to take an active part in university affairs. In the capacity of educational leaders they enter into discussions and make decisions which relate to the whole life of the institution and thus obtain an enlarged conception of higher education. In addition, they carry on whatever negotiations are necessary with other divisions, especially the liberal arts college, in arranging instruction for their students, and in doing so they must consider the relative values of different types of nonprofessional subject matter. In summary it can be said that deans have a broader view of the value of liberal arts education than either students or faculty members.

PREFERRED PRACTICES

Verbalized convictions about the value of liberal arts courses may not, however, be embodied in practice. Sometimes there is little relationship between the generally favorable attitudes toward the study of such subjects and the number that nursing educators would require in the undergraduate curriculum. Students, too, when they are given a choice between liberal arts and professional studies may not choose as much instruction in liberal arts as their professed beliefs would lead one to expect. An examination, therefore, of the thinking of individuals in colleges of nursing concerning the actual instruction in liberal education that ought to be required should shed light on the real as contrasted with the professed beliefs of faculty members and students.

EXTENT OF LIBERAL ARTS STUDY

Perhaps the most important issue in regard to curricular practices concerns the proportion of the total program that ought to be reserved for the study of nonprofessional subject matter. This matter was touched upon earlier when the findings of the Dressel survey were presented showing that deans hold a more favorable view of the liberal education than their faculty members.

One item in the questionnaire asked individuals to state what proportion of the curriculum they thought should consist of liberal arts courses. It offered five alternative choices of percentages: 0 to 10, 11 to 25, 26 to 35, 36 to 50, and over 50 per cent. Only 1.3 per cent of the nursing group favored the lowest choice; 12.3 per cent chose the second;

23 per cent, the third; 52.2 per cent, the fourth; and 9.7 per cent, the last. Dressel estimated that if the 36 to 50 per cent choice had been broken down to permit a more explicit choice, individuals would have selected a figure statistically closer to 40 per cent than to 36 per cent or to 50 per cent.[5] The nursing group, however, probably had the 50 per cent figure in mind, for an even division between the "general collegiate" and professional areas is the generally accepted standard in this field. Probably, therefore, the majority of faculty members in nursing who responded to this questionnaire accept the ratio recommended in the 1950 NLNE statement of principles,[6] and close to 10 per cent would like to see an even larger percentage given to the liberal arts. The interviews showed that, ideally, there ought to be more study of the liberal arts.

On the other hand, the term "general collegiate education" does not, in the minds of some nursing educators, necessarily refer to the instruction commonly found in the traditional liberal arts colleges. In actual practice it covers subjects offered in other professional areas, and in some instances even nursing courses. The attitudes of the respondents on the subject of increasing the ratio of liberal arts studies may, therefore, provide a better index of the strength of their real feelings toward these subjects.

The Dressel survey disclosed that 43.4 per cent of the nursing faculty who answered the questionnaire held sufficiently favorable attitudes on the subject of liberal education to advocate reducing the scope and content of the professional course in order to provide more opportunity for the study of liberal arts subjects.[7] This is a remarkably large figure in light of the fact that only about 19 per cent of the faculty believed that their colleagues would actually accept such a step.[8] It also discloses a view often present in other controversial situations, where virtually everybody agrees that something should be done, but because of the force of tradition and the unwillingness to be "different" few dare speak out openly for reform. It demonstrates that a substantial number of individuals have a high regard for liberal arts education, and that there is a much greater potential for improving the position of these subjects in the nursing program than is commonly assumed.

The interviews also revealed opinions on the subject of increasing the liberal arts content of the nursing curriculum at the expense of professional courses. A substantial number of faculty members, though less than half, stated they would accept such an alternative. In this connection it is interesting that the ideas expressed by students on the subject of reducing the professional curriculum in order to include more liberal arts appear to run counter to their opinions described in the first section of this chapter. If students take a favorable view of the value of liberal arts courses, it could be expected that they would be more likely to favor such a step than the faculty. This, in fact, is not the case.

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[5] *Ibid.*, p. 17 and Table 4.

[6] National League of Nursing Education, "Principles on Organization, Control, and Administration of Nursing Education, *American Journal of Nursing*, Vol. 50 (July 1950).

[7] Dressel, *op. cit.*, pp. 36; 37 (Table 27).

[8] *Ibid.* pp. 50; 52 (Table 35).

Relatively few of the interviewed students approved the idea of reducing the length of the professional course in order to include more nonprofessional subjects. The students opposed such an action largely out of fear that they would not develop sufficient professional competence in a shortened program. Perhaps a larger sample would yield different results, but since all the schools which participated in the study are reputed to turn out thoroughly competent graduates, it does not seem likely that a larger sample among creditable schools would support a different generalization.

The alternative to reducing professional course subject matter to include more liberal arts instruction lies in lengthening the total program of nursing education. Interviews revealed that the majority of faculty members, including deans, would oppose such a step. Their thinking is represented in a letter from Carolyn Widmer, Dean of the College of Nursing at the University of Connecticut:

> I might conclude by giving you my own personal views, which are strongly in favor of including as much liberal arts as possible in every curriculum. I feel that a collegiate nursing program is a . . . compromise. . . . It does give a student some liberal arts education plus a preparation in nursing, and I believe that it meets a need. If I could have my choice, I would prefer to have a student take a full four-year liberal arts program and follow it by a program in nursing. Obviously this is impossible for most students because of the time and expense that would be involved.

In contrast with this view, which tends to neutralize the disposition of faculty and deans to recognize the desirability of increasing the liberal arts requirements, a majority of students accepted the idea of lengthening the program to accommodate broader instruction in such subjects. One cannot with certainty account for this difference, but if the letter from Dean Widmer provides any clue, financial considerations are decisive in the minds of deans and staff members. Furthermore, current reforms in nursing education stress a reduction in the length of the whole program on the ground that historically instruction was needlessly repetitious and included much that was required only to supply hospital services. Any recommendation to increase the length of the term of study, therefore, receives little support.

On the other hand, the acceptance of a longer program by students, though it was purely hypothetical, is consistent with their idea that extended liberal arts instruction would be desirable, but not at the expense of professional instruction. In any case, it appears that the generally favorable attitude of all groups in nursing toward the study of liberal arts courses creates a considerable potential for increasing the proportion of these subjects in the nursing curriculum if it can be done without lengthening the curriculum or sacrificing professional competence.

PREFERRED SUBJECT AREAS AND COURSES

General opinions about the amount of liberal arts education to be included in the nursing curriculum reflect the individual's abstract appraisal of such instruction. Preferences for specific subject matter probably reveal more accurately the goals they hope to achieve. For if an individual values liberal arts instruction for its direct contribution to nursing competence she is likely to prefer courses in the natural and the social sciences; those who appraise liberal education in terms of its general contribution to life are likely to favor philosophy, history, and other humanities disciplines.

The subject preferences of faculty members. The Dressel study and the interviews both provided information on the preference of the three groups for various subject-matter areas. The questionnaire asked faculty members to state whether a given course ought to be (1) required of all students; (2) optional, but encouraged; (3) strictly optional; or (4) discouraged and possibly prohibited. A rank order of preference was derived from these replies. In the interviews individuals were also asked to state what liberal arts subjects they considered especially worth while; what subjects they had advised students to pursue; and which ones they might recommend if there were additional time. Students and deans were queried on faculty views toward the foregoing questions and about their own attitudes toward electing or adding courses outside of nursing proper. The findings from both sources are consistent with one another.

In his subject appraisal Dressel found that faculty members in schools of nursing ranked English composition, psychology, sociology, physiology, chemistry, biology, history, literature, physics, speech, mathematics, and philosophy in descending order. He concluded that nursing educators, like all the other professional groups included in the survey, placed greatest value on subjects which appeared to be related to professional activities. But nursing faculty members indicated that they would require a wider range of liberal arts courses of their students than all but one of the seven other groups studied. This gives further confirmation to the generally favorable attitude of educators in this field toward the liberal arts.[9]

Although discussions about subject matter preferences and recommendations concerning electives in the interviews fully supported the Dressel findings, they revealed that an occasional faculty member believes that the behavioral, physical, and biological sciences are now excessively emphasized in nursing curricula. A few faculty members believe that the humanities are neglected and, therefore, recommend more instruction in philosophy, literature, and the arts. Another small group believes the student ought to have greater freedom in choosing courses instead of being required to pursue specified liberal arts courses.

Students. As might be expected, students accept requirements in all areas as necessary. Like their teachers they commonly state a preference for the behavioral sciences and say they either plan or would like to take additional work in this field. This preference and practice is, however, by no means universal, and many students clearly differed from the faculty in their academic tastes. They favored the humanities, primarily literature and, more frequently than their teachers, such subjects as music or art appreciation. They had often elected such courses as religion, foreign language, philosophy and, on occasion, geology, and geography. Some subjects of obvious importance in understanding the world today were, however, not popular. History, even of the United States, drew little attention, political science even less, and economics none at all. Only two students, for example, stated that they had taken a course in international relations. The capricious choice of studies is illustrated by one attractive young lady who expressed an interest in astronomy because of the difficulty she and her escort had had one evening in identifying the Big Dipper.

Deans and assistants. The evidence from the interviews concerning deans' preferences for liberal arts courses was limited. Students had little to say about the advice they received from the dean. In most instances they thought deans were too preoccupied with more important administrative duties to work with individual students. Faculty members simply observed that their deans favored liberal arts study in general. Interviews with deans themselves left the impression that they were primarily interested in the subjects that supported professional instruction, a point of view confirmed in the letter survey. Both sources of information suggest that deans do not as strongly favor the study of such subjects as the humanities, history, and government as their professed interest in liberal arts education would lead one to expect.

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[9] *Ibid.*, pp. 31-32; 33 (Table 25).

In general, therefore, the evidence as to preferences for courses shows that the faculty members are most consistent in their views. Students, who speak about broad outcomes when asked about the value of these subjects tend in practice to favor instruction related to nursing, though not to the same extent as their teachers in the school of nursing. Deans, also, incline to forget their rationale for the study of the liberal arts when they consider the content of the program itself.

DESIRABLE CHARACTERISTICS OF LIBERAL ARTS COURSES

Opinions concerning desirable characteristics of liberal arts education were also explored in interviews, in the Dressel questionnaire, and in the letter survey of deans. Here the attempt was not to discover if nursing educators wish generally to dictate the content of nonprofessional courses. This is clearly not the case even though special courses in the sciences for nurses are common. The object of these inquiries was to learn what nursing deans, faculty, and students believe liberal arts courses ought to be like in order to contribute significantly to the liberal education of nurses. Since a preliminary examination revealed that the views of faculty members and deans were similar, their opinions are consolidated in this report.

On the whole, nursing educators believe that the various liberal arts departments make a sincere effort to provide students with a broad education. In fact, the Dressel survey showed that 69.5 per cent of the respondents in nursing held such an attitude, a ratio that exceeded the figure for all but one of the eight groups included in the study. This view is consistent with the relatively high value nursing faculty members place on liberal arts instruction.

It is clear, however, that some have reservations on the adequacy of courses offered by departments in liberal arts colleges. More than one in five of the individuals responding to the question concerning the effort of liberal arts instructors to provide breadth of education expressed no opinion, and close to 4 per cent answered negatively. Only 51.6 per cent of the respondents stated categorically that liberal arts courses were not typically just as specialized as others; 36.8 per cent expressed no judgment; and 8.2 per cent thought the courses were specialized. About 31 per cent believed the liberal arts courses to be dominated by the graduate school; 16.4 per cent thought that this was not the case; and 47.8 per cent offered no judgment.[10]

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[10] *Ibid.*, pp. 39; 40 (Table 29).

One of the revealing features of the thinking of nursing educators is that the characteristics which they believe ought to distinguish liberal arts courses closely resemble those advocated by proponents of general education. Yet these nurses appear to be unfamiliar with the important developments of recent years in general education. When asked about this subject they frequently responded that they did not want preferential treatment for their students and that they opposed survey courses. Since general education involves neither a segregation of students according to their vocational objectives nor survey courses of a superficial character, these judgments are obviously not based on reliable information. On the contrary, general education is concerned with the restoration of the long-standing goals of liberal education for the educational benefit of all students. Survey courses of the kind which superficially and uncritically cover a vast array of subject matter have long ago been abandoned.

That nursing educators favor broad courses encompassing several disciplines, but without superficial treatment of any, may be deduced from their answers to one question in the Dressel study. When offered the opportunity to express an opinion concerning the value of broad, interdisciplinary courses, similar to those favored by advocates of general education, the choices of the nursing group were as follows: 11.6 per cent favored prescribed courses relating to the specialized field; 27.7 per cent preferred a distribution requirement; 6.3 per cent believed that free electives were adequate to provide breadth of education; 50.6 per cent favored broad interdisciplinary courses; and only 0.6 per cent wanted no provision for liberal arts courses. The preference for broad interdisciplinary courses was larger among nurses than any of the professional groups included in the survey.[11]

These data from the Dressel findings were supported by the answers in letters and interviews. Although a number of deans and faculty members expressed disapproval of general education because they identified it with the older surveys of knowledge in a host of disciplines, they also declared a genuine interest in courses that are broad in coverage but not superficial in treatment. They were concerned that such courses deal with matters of importance, with the key ideas, the conceptual breakthroughs, and the intellectual methodology of the several major areas of knowledge. In this respect their thinking resembles that of James Bryant Conant who believes that the study of a limited number of carefully selected topics could provide insight into the intellectual methods employed by scientists and an understanding of the relationships between the dis-

[11] *Ibid.*, pp. 37; 38 (Table 28).

coveries of science and the intellectual and social climates of the age.[12]

Nursing educators also believe that the effectiveness of a liberal arts course depends on the individual teacher. This view was evidenced in two ways. In discussing the matter of advising students with regard to the choice of liberal arts courses, faculty members indicated that they were influenced as much by a person's reputation as a good teacher as by the student's need for experience in a particular field of learning. This interest in obtaining stimulating instruction for their students caused some nursing schools to request liberal arts departments to assign selected individuals to teach courses commonly taken by nurses. These advisers apparently search out faculty members in liberal arts colleges who not only have a mastery of their specialized fields, but also breadth of knowledge, a sympathetic understanding of students, and the ability to teach a subject in an inspiring manner.

Although students normally possess far less sophistication in such matters, they also expressed the same preferences as their teachers in nursing. Students were attracted to the behavioral sciences not only because these subjects are related to professional activities, but also because the insights they provide into human behavior are useful generally in understanding a variety of life situations. Students also tend to favor courses involving a consideration of larger moral issues that bear on the social and political issues of the day. Thus at one college there was great interest in a course on religion and, at another, notable enthusiasm for a humanities course concerned with matters of personal and social significance. At a third, a physics course taught by an internationally renowned authority in the field won stronger approval among nurses than any other subject, and when the reason for this popularity was investigated a recent graduate, who had joined the faculty, in explaining the popularity of the course, said that it dealt with the international issues raised by atomic energy. Students at this latter college also exhibited the breadth of their intellectual interests by expressing a high opinion of appreciation courses in art and music designed for nonmajors.

There is cumulative evidence, therefore, that deans, faculty members, and students favor courses that provide substantial knowledge of matters outside the nursing profession of concern to all thoughtful human beings as they consider their civic and personal responsibilities. It is apparent that many of these administrative officers, faculty members, and students would support efforts by liberal arts faculties to develop general education courses, if the nature and purpose of such instruction were properly explained, and if nursing personnel were involved in the process of determining the character and content of such instruction. A recent study bears out the observation that such cooperative efforts were usually successful in designing general studies for engineering students.[13]

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[12] James Bryant Conant, *On Understanding Science; An Historical Approach* (New Haven: Yale University Press, 1947), p. 1.

But the evidence that colleges of nursing are interested in subjects that bear on the larger issues of life assumes additional significance in light of Philip Jacob's findings dealing with the values of college students. Jacob's study startled educators with the conclusion that college instruction had little influence on the basic values of students. Jacob said that "A dominant characteristic of students in the current generation is that they are *gloriously contented* . . . the great majority . . . appear unabashedly *self-centered.*[14] Based on a compilation of existing research on the impact of social science courses on the formation of values, this work has caused educators to reexamine the purposes and the influence of liberal education.

The present study did not set out to test or to controvert the Jacob findings in relation to the attitudes of nursing students. Information relating to their interests in courses that bore on moral issues constituted a mere by-product of the inquiry into the qualities sought in liberal arts courses. The fact is, however, that unsolicited remarks tended to reveal a wide interest among schools of nursing in the very things with which Jacob's study was concerned. A deeper analysis of the views of students in schools of nursing is suggested by the facts uncovered in this inquiry into students' reappraisal of their values in order to find a defensible moral position with regard to contemporary problems. Such a study might show that these students have a deeper sense of mission, a stronger desire to promote human welfare than their counterparts in colleges of liberal arts. In any event, a comparative study involving undergraduate professional students and those in liberal arts colleges with respect to the matters Jacob investigated might reveal significant differences among these groups.

SEQUENCE OF LIBERAL AND PROFESSIONAL INSTRUCTION

The arrangement of the courses in liberal arts in relation to professional courses has bearing on the achievement of the larger goals of higher education. The principal issue here involves a decision as to whether the two types of study should take place simultaneously or in

[13] Committee for the Humanistic–Social Research Project, *General Education in Engineering* (Urbana, Illinois: American Society for Engineering Education, 1956), pp. viii-ix, 2-4, 34-41.

[14] Philip E. Jacob, *Changing Values in College* (New York: Harper and Brothers, 1957), p. 1.

succession. Margaret Bridgman has identified three general types of college programs in nursing leading to the bachelor's degree. These she has classed as the consecutive, correlated, and cumulative types.[15] She also describes a fourth, the affiliation type, a survival of the earliest arrangement by which nurses earned college degrees. According to this plan a baccalaureate degree was granted to a student who had completed two years of liberal arts followed by study in a noncollegiate diploma program in nursing in an affiliated hospital school, to which students without the liberal arts foundation were also admitted. Such programs are being reorganized or discontinued because, according to Miss Bridgman, they violate "*all* policies . . . that are generally accepted by degree-granting institutions as essential to maintain college standards and insure the integrity of the baccalaureate degree." [16]

In the consecutive type, also, two years of liberal arts precede instruction in nursing. However, a college or university school of nursing offers the professional program. The dean and faculty members of this school are regular members of the institution's faculty, and though students may attend a junior college or a liberal arts college elsewhere during the freshman and sophomore years, they must meet the admission requirements of the institution that controls the upper division program in nursing. The professional curriculum builds upon and requires study of specific preliminary courses in the liberal arts. Hence, the students acquire an education of a truly collegiate grade.

The second and third types, the correlated and cumulative, are preferred by Miss Bridgman for a variety of reasons. Under both the student studies liberal arts and professional courses concurrently in both lower and upper college years. In the correlated type there is a concurrent study of liberal arts and professional subjects in each year, whereas in the cumulative type the liberal arts are concentrated in the freshman and senior years. The college or university controls the entire program including the appointment of the dean and the faculty members in nursing. In both programs the student begins her professional studies immediately upon entering college, but at the same time she takes liberal arts courses.

There are two schools of thought in nursing on whether liberal arts subjects ought to be totally separated from professional subjects or in some fashion integrated with them. The arguments on both sides deserve review.

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[15] Margaret Bridgman, *Collegiate Education for Nursing* (New York: Russell Sage Foundation, 1953), pp. 102-22.

[16] *Ibid.*, pp. 113-14.

Advocates of the temporal separation of liberal arts and professional subjects argue that the former courses should precede the latter. They believe that under such an arrangement the student will bring a greater maturity to her professional studies than she would if she had begun them as a freshman. In the course of the two preliminary years she gains experience and emotional stability and has an opportunity to expand her knowledge of life and strengthen her scheme of values. The deferment of professional study is essential, they believe, to get the student ready to confront the grave human problems that arise in the daily practice of nursing.

Moreover, these advocates aver that the mingling of liberal arts and professional subjects hinders the realization of some of the values of both. If both are offered concurrently professional studies inevitably consume so much of an individual's time and interest that little energy remains to devote to liberal arts subjects. While getting a general education, the student ought to give complete attention to developing breadth of knowledge and interest undistracted by other concerns. On the other hand, when the individual enters on her professional course she ought to begin to lay the foundation of total commitment which should characterize her entire career as a nurse. It is contended that to continue the study of liberal arts subjects during the professional period of instruction diverts the student from her main goals and hinders the development of the characteristics of the dedicated nurse.

On the practical side, proponents of the separation of the curriculum into a liberal arts period followed by a professional period point out that a student may not be entirely certain about her choice of a career when she enters college. If, on the one hand, she is forced to begin nursing studies, as she does under the concurrent arrangement, she cannot with impunity change her mind, for credit in professional courses is not ordinarily transferrable to other majors. Hence the student who has taken such courses in her freshman and sophomore years cannot alter her plans for specialization without loss of credit and a consequent extension of her education. For financial and other reasons a student may not wish or be able to undertake a longer educational program. Consequently early entry upon professional studies may hinder her choice of a career, and militate against the maximum development of her talents. On the other hand, if a student studies the liberal arts exclusively in her first two years, she has complete freedom of choice in selecting a field of specialization during her last two years. Not only can she make up her mind without fear of losing credits, but she has a better opportunity to obtain guidance in exploring the various possible career fields and majors open to her. Thus she has a better chance to establish the basis for making an informed choice; and, when she begins her professional course in her junior year, is less likely to decide that she has made a mistake and drop out of the field of nursing at a cost both to herself and her college.

Partisans of the integrated plan argue that the student should be exposed to liberal arts study late in her college program as well as early, and that preferably the two types of courses should be offered concurrently throughout the whole undergraduate period. These individuals hold that such arrangements provide a better opportunity for the development of relationships between professional and liberal arts subjects, with advantage to both. They also believe that students feel less sense of frustration if they are permitted to enter courses that deal with their chosen career immediately on matriculating in an institution of higher education. Students are less likely under such circumstances to view liberal arts courses as a hindrance to achieving the professional goal which is their primary reason for seeking a higher education.

Those educators who favor the parallel arrangement of liberal arts and professional courses observe that maturity to a large extent determines the benefit one derives from the study of the liberal disciplines. Students should, therefore, have the opportunity to pursue such instruction during the latter part of their college careers when they have achieved a higher level of intellectual and emotional maturity and are better prepared to benefit from the study of subjects that deal with the larger concerns of life.

Finally, those who prefer a structure in which instruction in the liberal arts and in professional subjects proceed together reason that this arrangement is essential if the student is to benefit from the varied and rich experiences of college life. Institutions of higher education provide innumerable resources for growth outside the formal exercises of the classroom, among them such things as student activities of various kinds, lecture series, dramatic and musical events, and art exhibitions. Experiences in these activities constitute an important aspect of liberal education, because they greatly expand the student's horizon, expose her to new ideas, and give her an opportunity to test out her new perceptions of life. A professional student at best can take only limited advantage of these resources, but there are two reasons why the continued study of the liberal arts throughout the curriculum can maximize this limited opportunity. First of all, continuous contact with cultural studies keeps alive interest in matters outside one's daily occupation. The opportunity to take liberal arts courses in all four years. therefore, creates an incentive for participation in the learning experiences beyond professional instruction. Second, if the student at a certain point in her college program turns all her attention to professional subjects and discontinues other studies, she loses all her contacts with her friends in other fields, with a resultant narrowing of her interests and views. Consequently, the proponents of the concurrent study of liberal arts and professional subjects believe that such an integrated plan provides the best opportunity to balance the inevitably narrowing tendencies of professional instruction and allows the student more fully to absorb the richer atmosphere of university life.

In spite of the fact that the interviews demonstrated a division of opinion and some tendency to argue in favor of the arrangement of subjects actually in existence at a given school, whatever that may have been, the Dressel study showed that there is a strong preference for the concurrent, or "integrated" approach. Nearly half (49.7 per cent) of the individuals responding to a question on the subject favored an even spread of both types of courses throughout the curriculum, and 39 per cent a heavy liberal arts requirement in the first two years followed by decreasing amounts thereafter. Only 6.9 per cent believed that all liberal arts courses should be concentrated in the first two years, and a negligible number stated that they should be concentrated in the senior year or taken at the convenience of the student.[17]

Interviews with students and the burden of testimony concerning their views also supports the position in favor of parallel study of professional and liberal arts courses. Some students in programs of the consecutive type where general education is entirely completed prior to entering the professional program were interviewed on this subject during the latter part of their college careers. They expressed their preference for a program which would have permitted them to continue general cultural courses throughout their student days. Moreover, many in this same group, and some others who had taken professional courses after fulfilling a liberal arts requirement (for instance, some students interviewed at one college had entered the university nursing program after spending two years in a junior college; at another, students had spent a preliminary year at the college campus taking academic subjects) stated that they felt a sense of frustration at not being able to begin learning about their chosen career immediately on entering college. Even in the integrated programs some individuals said they had similarly sensed frustration at not having been able to engage more fully in professional study in the freshman and sophomore years.

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[17] Dressel, *op. cit.*, p. 18 and Table 28.

Juniors and seniors exhibited a stronger interest in liberal arts courses than most freshmen. Not a single senior interviewed failed to remark that she was then more interested in and better prepared to study liberal arts courses than she was as a freshman. In retrospect they could see the value of such studies. The students at Skidmore College—even a young lady who had had to leave her husband in New York City in order to return to the Saratoga campus to complete her degree requirements—evinced an unusually high degree of motivation with regard to taking the final year of liberal arts. Faculty members at most of the schools confirmed these observations by noting that students change their attitudes toward general education, favoring study in this field more strongly in their later years. In addition, there was testimony at all the schools to the effect that there is a tendency to lose contact with the larger realm of campus activities once professional work begins. Obviously this tendency is magnified when liberal arts and professional studies are horizontally separated and students concentrate first on broad learning and then exclusively on specialization.

Without belittling the reasoning of those who support the horizontal separation of liberal arts and professional instruction, the weight of psychological and pedagogical argument, combined with the evidence that a large majority of faculty members favor the parallel arrangement seems to lead to the conclusion that the concurrent study of liberal and professional subjects is preferable.

INTERPLAY OF VIEWPOINTS AND CURRICULUM

A desire to achieve a more effective level of professional functioning is, for most nurses, the primary reason for incorporating liberal studies in the nursing curriculum. Though recognizing the value of such studies in the larger spheres of life, the nurse's primary concern is with the relevance of such instruction to the activities of the profession.

Unquestionably this utilitarian approach to the liberal arts education has certain virtues. It leads nursing educators to place a relatively high value on liberal studies and, in some cases, at least, it has doubtless caused substantial requirements in these fields which otherwise would not have been established. Moreover, it plays an important part in influencing others to advocate a larger number of liberal arts subjects in the nursing curriculum, who in the absence of these vocational motivations would remain indifferent and sometimes even hostile to subjects not related to work.

On the other hand, this view may account for the practice of indiscriminately classifying such courses as nutrition, growth and development, and history of nursing in the liberal arts category, with the result that the standard of 50 per cent "general collegiate education" in the bachelor's program is commensurately reduced. Courses offered by professional departments, when organized with the purpose of developing the traits of character and mind that mark the cultivated human being clearly serve the ends of liberal education. However, the treatment of these courses as part of "general collegiate education" suffers from the serious defect of negating the different and necessary functions of both types of courses in a nursing program. Both types of studies can contribute to a liberal education. But the study of the liberal arts establishes a broad foundation of knowledge, an expansion of mind, and a humane outlook on life. Professional studies can contribute to a liberal education by sharpening intellectual skills through a mastery of a specialized area, and by strengthening the emerging scheme of humane values through a specific service to mankind.

Evaluating liberal arts courses primarily for their contribution to professional competence blurs their function in establishing a broad spectrum of knowledge, and in fact creates a situation where it is impossible to distinguish the roles of the two types of instruction. If there are no distinctions between the functions of the two types of courses, the liberal arts may as well be eliminated, for if professional competence is the primary objective of all courses then courses that provide specific training for a career are superior to others with a more general objective. Nursing faculties would not, of course, remove the liberal arts courses from the curriculum. Nevertheless, to approach them solely in terms of their bearing on professional competence tends to minimize their large potential contributions to the other important purposes of higher education.

The tendency to measure the value of liberal arts courses primarily in relation to professional ends inclines nursing educators to set relatively small requirements in such subjects as philosophy, history, foreign languages, art, music, and even such obviously essential subjects as political science and economics. These subjects appear not to have any clear bearing on practice, and are consequently not rated so highly as the natural sciences, behavioral sciences, and English composition. Individuals, especially students, who rightly see other reasons for attending college than developing professional competence, or becoming a "university nurse" as one student said, tend to place a higher value on these general subjects.

In summary it may be said that in principle nurses recognize the values of liberal education. At present, however, they seem preponderantly to relate these values to professional competence, and hence to favor instruction which extends professional knowledge and cultivates skills used in daily practice. Nevertheless, many among the leaders in nursing education are keenly aware of the more inclusive purposes of instruction in liberal arts subjects and are advocating the enlargement of the nonprofessionally oriented elements in the nursing curriculum. Though there is a difference of opinion as to whether liberal arts and professional studies should proceed concurrently or in succession, the weight of opinion among administrators, faculty members, and students is clearly for the former of these alternatives.

Chapter 5

FACTORS

THE PRECEDING CHAPTERS HAVE BEEN CONCERNED WITH SUCH MATTERS as the amount of liberal arts education included in the curriculum and the attitudes of faculty members and students toward this type of instruction. A variety of external factors play a part in determining the success of efforts to achieve the objectives of liberal education in any particular institution. Matters which have an influence on the practices and policies in nursing are the attitudes of the president of the institution, the outlook and supervisory authority of university agencies such as a university senate in relation to the curriculum in the several divisions, the character of the relationship between the school of nursing and the college of liberal arts, and the expectations of the community with regard to the education of nurses. Since these factors sometimes play a vital role in shaping the educational program, particularly with regard to the status of liberal education, they deserve study.

THE UNIVERSITY LEVEL

Presidential leadership and the authority of university legislative or other policy-making bodies logically deserve primary consideration, for it is at these levels that over-all curricular policies are often heavily influenced, if not determined. The evidence indicates that unless nursing and the other professional faculties receive direction, encouragement, and positive financial and moral support from the president or the officers to whom central authority has been delegated, professional faculty groups may be prevented from designing imaginative programs of general education, or at least from putting them into effect. Future efforts to strengthen the contribution of professional programs to liberal education will, therefore, require central administrative backing.

THE PRESIDENT

An inquiry[1] into the financial problems of independent liberal arts colleges, written by Beardsley Ruml and Donald H. Morrison, deals at length with the influences of various institutional agencies on the curriculum. It singles out the presidency in colleges of liberal arts as the chief "mechanism" which could restore a semblance of unity to the curriculum putatively designed to minister to those who seek a liberal education. This generalization is just as valid with respect to an entire university, perhaps more so, because the devisive forces there at work are more numerous and their political power is far more deeply entrenched than in the smaller institutions. It is the president who customarily convenes the deans of the various colleges for purposes of deciding on joint policies that affect all divisions. It is he who fills most appointive positions and who decides which individuals shall be given administrative authority. Ultimately all budgetary matters are subject to his review and discretion. In well managed institutions it is he who must obtain the approval of trustees on the various items in the budget. Where the president supplies the educational leadership inherent in the position, studies of the nature and the purpose of the university originate and are often conducted under the aegis of his office. Decisions to launch new programs and the determination of their broader features can, through the stature of his office and the control of the budget, be considerably influenced by the president.

The significance of the presidential role in determining the status and the character of liberal education on a particular campus was notably brought home in several ways in the present study. A newly appointed president had initiated an inquiry into the degree of responsibility of the institution for specialized instruction in occupational areas. He strongly supported the idea that in all professional curricula students should be required to pursue a substantial program in the traditional liberal arts fields. As a result of his efforts the number and distribution of required liberal arts courses were undergoing review in all schools, and definite limits were being established on the amount of work students preparing for occupations could take in career areas. In addition, additional budgetary support supplied by the president for liberal arts instruction enhanced the position of these subjects in the entire institution.

At another institution it was primarily the president who had initiated the development of a general education program. The influence of the presidency is documented by the fact that during his tenure this program had begun to exhibit real vitality. In spite of auspicious beginnings it had not become firmly established when the president left, and since his successor, for a variety of reasons, withheld his support of the new general education program, this promising enterprise withered away for lack of financial and moral backing.

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[1] Beardsley Ruml and Donald H. Morrison, *Memo to a College Trustee* (New York: McGraw-Hill Book Company, 1959), pp. 67-71.

These case study findings seem to be sustained by a sampling of faculty opinions in the Dressel survey. Respondents from all eight professional groups in that survey saw the president of the university as holding attitudes more favorable to an increase in the ratio of the liberal arts in professional courses than did the professional faculty members. A similar percentage—33—of the nursing group attributed to the president an interest in increasing the proportion of liberal arts in the curriculum, even at the expense of professional subjects. The dean of nursing was also rated as favorable to a broad curriculum. The dean of the liberal arts college, in their opinion, would support such a policy, but they thought that a much smaller percentage (roughly 19) of department heads and faculty members in the college of nursing would concur in such an action.[2] It appears, therefore, that the image of the president has either influenced deans to favor an enhanced position for the liberal arts subjects or has at least provided needed moral support when they sought to enter on such a course of action on their own.

INSTITUTIONAL SELF-STUDIES

Another example of general university influences on the liberal arts content of the curriculum can be found where institutional self-studies are continuously conducted. Such studies are made by permanent staff members or by consultants attached to the president's office or to one of its subsidiary agencies, though they may be initiated by a board of trustees or other authority overseeing the whole institution. The impact of such a university study is well illustrated by the current inquiry at the University of California. Some of its impetus originated in the Regents and the statewide university academic senate. This study, part of a long-range effort to define the roles of the various higher educational units in the state system, has embraced all parts of the University and has involved wide faculty participation and responsibility. Some parts of the study have advanced sufficiently to permit the effectuation of some of the basic pro-

[2] Paul L. Dressel, Lewis B. Mayhew, and Earl J. McGrath, *The Liberal Arts as Viewed by Faculty Members in Professional Schools* (New York: Bureau of Publications, Teachers College, Columbia University, 1959), pp. 50; 52 (Table 35).

posals. Each division, for example, is being called upon to justify its individual courses and its total program as activities befitting an educational institution at the university level. The report recommends that all students take two full years of liberal arts instruction.

While one need not agree with the particular decisions taken by the University of California, there can be no doubt of the energizing effect of this type of inquiry, especially if it originates in, and its results are implemented through, the office of the president. Inevitably curricular interests not attached to a particular school or department transcend the special purposes and pleadings of the subject-matter representatives. The complete education of the student is thus brought into focus rather than the elements of which it is composed. This broad perspective makes possible the raising of fundamental educational issues and compels thinking about the character of liberal higher learning as a whole.

The observations made in the six colleges of nursing and in the other professional schools which participated in the study of the Institute of Higher Education support the conclusion that university level investigations of the curriculum materially assist professional schools in improving their programs. The need to justify their offerings and requirements in terms of basic philosophy and the evolving characteristics of American society has caused professional faculties to prune away obsolescent content and practices, and to base their instruction on a broader foundation of fact and theory than was hitherto the case. Such studies have also often led to an increase in the proportion of general as contrasted with specialized education. The offerings in liberal arts subjects have been recast to make them more suitable for the purposes of general education in a professional curriculum.

UNIVERSITY REQUIREMENTS

The character of the professional curriculum is also determined in part by general institutional requirements in the various broad subject-matter fields. This is another means by which the appointed or elected officers of administration can influence the content of professional curricula. The authority to impose general requirements emanates from the right of the university to award degrees and to determine the terms under which they shall be granted. In some cases university bodies go so far as to review the programs and individual courses offered by each of the constituent units.

The groups which set such general requirements and the machinery for imposing them differ from one institution to another. Customarily, however, these bodies represent the faculty as a whole as is the case at the University of California. Here the academic senate of each separate campus and a similar joint body for the entire university community exercise this responsibility.

The powers of such groups vary considerably. In some cases the decision is final and binding on all units, that is, there may be virtually no exception to the minimum requirements in liberal arts. Decisions emanating from these bodies regarding the suitability of courses or programs offered by a subdivision are likewise final. In other cases there are definite limits to the matters over which such agencies have authority. That is, they play merely an advisory role.[3] In this latter situation the various schools of the university are largely independent, they set their own programs and requirements, and in the main these are likely to be narrower in scope and more technical in content than they would be under a broader university supervision. It must be added, however, that in institutions with an over-all body charged with curriculum supervision, if the several departments are traditionally strong and opposed to general education, professional schools wishing to broaden the base of their curriculum can be, and are, through logrolling, frustrated in these efforts by the political power and activities of the entrenched interests. In the absence of a strong central administration a program of general studies can be quickly destroyed, as has happened several times even where remarkably good and defensible programs have been in existence for a number of years.

The number and kinds of requirements imposed by such central bodies also vary considerably. In many Catholic institutions where the ideals of a broad, philosophically unified liberal education prevail and where the central administration has considerable influence on the curriculum there are usually requirements in philosophy, in theology, in history (often European), and in English, including literature. In many cases several courses must be taken in each of these fields. Practices at other institutions range from virtually no requirements at all to specification of nearly half of the curriculum. Thus one respondent college stated that the college of nursing determined the entire program. Another reported that a university agency specified six credits in fundamentals of English composition and two in physical education, and that the state obliged the student to take three credits in state and federal government. One college reported that a university curriculum group, in addition to the requirements just stated, set up a distribution plan of one course in each of the sciences, social sciences, and humanities. At another institution a very extensive set of courses were prescribed by a curriculum committee of the parent institution, including twelve points in English and humanities, six points in history, and three each in the natural and social sciences. In addition to these common requirements there were also 24 points in electives where further prescriptions in foreign language, mathematics, music, and general psychology were imposed in accordance with the student's earlier education and major subject. The extreme is to be found at Michigan State University and the University of Florida, where every student must complete a two-year program of general studies in a university or basic college prior to entering a professional major.

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[3] Letters from eighteen deans of nursing constitute the sources for this information. Although college catalogs frequently list the names of university curricular bodies they rarely contain material which makes it possible to do more than guess at the nature and extent of their powers.

The potential impact of general university requirements on the number and kind of liberal arts courses taken by students in professional schools is a matter which the present study sought to investigate as thoroughly as possible. It was hoped that a clear relationship, one way or the other, could be established between general university requirements and breadth of education in the schools of nursing. Specifically, an answer was sought to the question: Would professional schools require any subjects except those directly relevant to their own specialty, if they were not forced to do so by the entire academic community? Unfortunately, precise information on the subject was difficult to assemble without making an elaborate study of various factors that enter into the situation. The subject deserves more elaborate research than was feasible in this study. The responses to the letter sent to a number of deans, which provided the most precise information on this matter, and the results of the interviews only justify the statement that general requirements probably have an influence on the breadth or narrowness of nursing curricula, but definitive conclusions cannot be drawn from the evidence available.

The deans' letters indicated that there was a correlation between a broad, extensive requirement in the liberal arts and a university requirement of a specified number and kind of courses all students had to pursue. But there were some cases where the school of nursing itself, in the absence of university action, had laid down a substantial prescription of liberal arts studies. It is not unreasonable to assume that with enlightened and energetic leadership some institutions would establish extensive requirements outside of the professional field regardless of the policies of the university.

Some of the expressed opinions of the deans of schools of nursing, however, suggest that a few had reservations about the number and the kind of courses their students were required to pursue because of university regulations. Some would doubtless reduce or circumvent these requirements if given the opportunity to do so. In some instances, as illustrated in the following letter, it appears that the dean simply followed the direction of higher university authority:

> Recently the Faculty Council [of the university] recommended that every undergraduate curriculum should include a minimum of 45 quarter credit hours of liberal education courses -15 hours in the natural sciences, 15 hours in social sciences, and 15 hours in humanities. Each department has the privilege of specifying which courses offered at the University will meet these requirements. These 45 hours will be in addition to any fundamental skill courses such as written or spoken English or other language or mathematics. . . .
>
> At the present time our basic curriculum meets these general policies, with the exception of the requirement in humanities. Through the choice of free electives some students do meet this requirement but not all of them do.

This and similar statements suggest that if the professional schools were permitted to make their own decisions on these matters some would very likely be less concerned about a broad education than university regulations require them to be at present. In fact, the following letter shows that one college of nursing, which had curricular autonomy in this particular matter, declined to adopt a set of general education courses developed out of a university sponsored self-study:

> The University . . . spent several years in studying the relation of general education to the total pattern of the student's program. Some broad, comprehensive, interdepartmental courses were developed in three main areas: humanities, the biological sciences, and the social sciences. These courses were scheduled as general education courses and made part of the lower division requirements for students in the College of Arts and Sciences. Certain elections were permitted students in other colleges who would be taking a sequence of courses in any of the previously mentioned areas. The School of Nursing students have been unable to fit the general education sequences into their programs.

On balance it seems reasonable to conclude that general university bodies having authority over the general education of all students regardless of the school in which they are registered can exercise a critical influence on the liberal arts content of professional programs. In the absence of such outside control many professional faculties are likely to be guided in the determination of what the student shall study by their own specialized concerns. Although many would take a broad view of the purposes of professional education, as proposed in another Institute study,[4] the weight of the evidence in this survey indicates that faculty members in schools of nursing, and in other professional groups as well, would give primary attention to the development of competence in the career field. They would tend to overlook or deprecate the vast areas of modern learning that the future nurse cannot be ignorant of if the profession is to rank with other professional groups in social status, in leadership in public affairs, and in service to mankind.

Relations Between the Liberal Arts and Nursing Faculties

In the liberalization of a professional program of studies it is hard to overestimate the value of an exchange of ideas between liberal arts and professional faculty members. Meetings held for this purpose develop mutual understanding which is the best basis for cooperative effort. They are essential to the solution of concrete curricular problems, such as the scheduling of courses, advisement with regard to courses to be elected by professional students and, in the case of nursing especially, the organization of instruction in science to provide a necessary foundation for the study of clinical subjects. The liberal arts departments, to the extent that they too have not become professionalized, are the main repository of the tradition of liberal education. As such they should be the interpreters of this heritage and the most active advocates of educational reforms which bring students into understanding contact with it.

EXTENT AND VALUE OF CONTACTS BETWEEN NURSING AND LIBERAL ARTS FACULTIES

Interviews in the colleges of nursing revealed that, in general, contacts between the nursing schools and liberal arts colleges occur most frequently among administrative officers. The dean in the college of nursing and her assistants or program directors are usually responsible for discussions with their colleagues in liberal arts colleges on such matters as assigning students to sections, arranging for special courses, or obtaining information about courses elected by nursing students. Contacts and exchanges of views also occur at the upper levels through participation in all-university bodies such as the dean's council or the faculty senate, but these meetings customarily are not frequent. Joint meetings between junior faculty members in nursing and in the faculty of liberal arts appear to be practically nonexistent. In general, therefore, the opportunities for the exchange of ideas on the curriculum or other matters between liberal arts and nursing faculty members are rare.

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[4] Earl J. McGrath, *Liberal Education in the Professions* (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

The contacts that do take place are usually initiated by a nursing group for the purpose of obtaining adaptations of science courses to conform more closely to the needs of nurses. Occasionally there are efforts to discover what liberal arts courses nurses ought to take to expand their general education. But it is a safe generalization, in spite of exceptions, that meetings to examine educational issues or to discuss ways in which nursing education can modify its program to reach some of the objectives of liberal education are uncommon.

This is an unfortunate situation since the evidence which the interviews and letters from deans provided concerning the interchange of ideas between liberal arts and nursing faculty members suggested that even though modest in number, they yielded highly beneficial results. Individuals from both groups who were members of such conferences had a higher and more understanding regard for one another. Nurses felt that liberal arts instructors were generally understanding of and willing to help with the problems schools of nursing face in organizing their programs. Moreover, on the nursing side, it seemed that those who were better acquainted with members of liberal arts faculties held broader views of the value of liberal education than those who were not.

POTENTIAL INFLUENCE OF THE LIBERAL ARTS COLLEGE

The impressions stated in the preceding paragraph are obviously subjective, but the data concerning the opportunities for leadership in the liberal arts college with respect to liberalizing the nursing curriculum are much more concrete. The Dressel survey, the visits to colleges, and correspondence with deans all elicited information about the attitudes of liberal arts faculties toward three central features of a program of liberal education. These included the views on the number, the pattern, and the kind of courses best suited to accomplish the purposes of liberal studies. Although this information was not gathered from members of liberal arts faculties themselves, and represents the beliefs that faculty members in professional schools hold concerning the ideas of their colleagues in the liberal arts, it does illustrate the impressions that members of liberal arts faculties transmit on their own thinking.

The most important fact adduced was that 43.4 per cent of the respondent nursing faculty members stated they would accept an increase in the number of liberal arts courses even at the expense of professional courses. Close to 40 per cent of all faculty members of all the participating groups agreed to increased attention to the liberal arts and a commensurate reduction in professional studies.[5] One may presume, therefore, that if the liberal arts departments presented a positive concept to members of professional faculties with regard to the number, pattern, and kinds of liberal arts courses that ought to be included in a liberal educational program, professional faculties could be convinced that they ought to follow the thinking of their colleagues in the liberal arts with regard to the inclusion of broad studies in their programs.

The perceptions of members of professional faculties about the views of their colleagues in liberal arts colleges on various patterns of liberal arts courses are, therefore, highly revealing. If the liberal arts departments are agreed on the kind of course patterns most suitable to the achievement of the goals of liberal education and if they actively proclaim their point of view, it would seem that members of professional faculties would be aware of these views. The evidence shows, however, that professional faculty members by no means agree in their perceptions of what pattern their colleagues in the liberal arts favor. It seems reasonable to assume, therefore, that members of liberal arts faculties do not have or do not divulge a clear-cut definition of the subjects best calculated to contribute to the purposes of liberal education.

About 20 per cent of the respondents to the questionnaire saw deans, department heads, and faculty members in the liberal arts colleges as believing that professional students ought to take a prescribed set of courses relevant to the career fields; a slightly larger percentage perceived them as favoring free electives; and about 30 per cent thought the liberal arts staffs supported a limited number of electives requiring work in each liberal arts area. A small number (about 3 per cent) of the respondents even thought that individuals in the liberal arts colleges felt that there should be *no* provision for study of these subjects in professional curricula. Moreover, close to 25 per cent of the respondents did not reply to the questions concerning the patterns in the liberal arts that the individuals responsible for these subjects would select.[6] It is possible that the respondents who left the questions unanswered believed that liberal arts faculty members preferred other alternatives—such as broad interdisciplinary courses—which were not presented. It is far more likely, however, that they simply did not know how the liberal arts faculties felt about the matter. If it is true that many members of liberal arts faculties think that students in professional fields should select liberal arts courses related to their careers, as about 20 per cent of the members of professional faculties responding to the questionnaire believed they

[5] Dressel, *op. cit.*, pp. 36; 37 (Table 27).

[6] *Ibid.*, p. 53, and Table 37.

did, it means that some members of liberal arts departments have virtually abandoned a broad concept of the function of their courses with respect to liberal education and in its place have substituted the narrow objective of preparing students for various careers—a view common and perhaps more understandable among faculty members in professional schools.

The absence of a positive standard for determining the proper liberal arts elements in a professional curriculum is pointedly brought home by the evidence obtained from correspondence and interviews not only with colleges of nursing but with other professional schools as well. Yet faculty members in career fields look to their liberal arts colleagues to supply a model or at least guidance for the choice of liberal arts courses. Evidence on this point is found in the tendency of professional schools to adopt the curriculum patterns of liberal arts colleges. If the liberal arts college sets a distribution requirement for its students, the professional schools are likely to establish a similar requirement. If the liberal arts college provides for a certain number of free electives, the professional schools are likely to follow suit. In practice, however, professional schools tend to favor patterns which provide the maximum of instruction in the career field. It is evident, therefore, that until the liberal arts colleges provide a meaningful pattern of subjects for professional students, the latter will either choose only those related to their occupations or, worse still, simply select haphazardly whatever collection of unrelated courses that at the moment happens to suit their fancy.

The evidence strongly suggests that the liberal arts colleges could counteract the tendency of professional schools to restrict their programs to courses that support their professional interests, if the former were willing to do so. It is clear that liberal arts colleges are not now providing the type of understanding cooperation that professional schools want and would be glad to accept in their efforts to extend the scope of their own educational programs. What is needed are joint committees of the two faculties, including a good representation of liberal arts instructors to plan the full extent of a professional course of study. Much more will be accomplished if liberal arts representatives do not participate in the hope of selling specialized courses from their own departments to their colleagues in other divisions, but rather with the serious purpose of designing comprehensive programs of liberal studies which will introduce students to the key ideas, the reliable generalizations, and the methods of intellectual workmanship employed in the widest possible range of disciplines.

Moreover, if the liberal arts colleges were to organize courses of a broad interdisciplinary type, the professional schools would doubtless send their students to them. An instance has been cited of a college of nursing not taking advantage of such offerings, but a larger body of evidence suggests that many institutions would follow a more enlightened course of action. Interviews and correspondence with individuals in colleges of nursing and other professional schools reveal that faculty members in these units examine liberal arts courses with considerable care. After doing so, they frequently express the point of view that this instruction is too specialized for those who are not going to spend a lifetime working in the field.

The Dressel study shows that 33 per cent of the 3,400 professional faculty members who responded favor broad interdisciplinary courses, and 50 per cent of the nursing group expressed such a preference.[7] This evidence strongly suggests that if the liberal arts colleges developed courses of a broad type suited to the needs of all students rather than to the special requirements of their departmental majors, a substantial number of professional schools would make such courses an integral part of their programs, and thus their students would receive a more generous education.

In sum, the intercommunication on matters of educational policy between liberal arts and nursing faculties is at present shockingly limited; when it does occur, discussions of the basic purposes of education are infrequent. Many of the potentially substantial benefits that inhere in such exchanges are consequently lost. Matters dealt with are likely to be administrative in nature, such as arranging class hours. Liberal arts faculty members, moreover, have all too often neglected to define adequately and to create a program which might achieve the objectives of liberal education. Instead of standing off and criticizing their colleagues in the professional fields for their narrow educational conceptions, they would achieve better results for liberal education and a fuller education for American youth if they worked closely with other faculties in designing broader programs. Positive efforts at cooperation on both sides to promote closer and more constructive relationships will, as a recent study of engineering education has shown, lead to an enlargement of the purposes and the content of nursing education.

FORCES IN THE COLLEGE OF NURSING

A final set of factors, relating to the influence of the inner dynamics of a college of nursing on the liberal arts content of the curriculum, remains to be considered, as does the influence on the curriculum of the larger community which it serves. Information on these matters was gathered primarily during the course of interviews in schools of nursing, and from the writings of experienced educators on the organization of colleges of nursing. To speak authoritatively on these subjects would be possible only after long acquaintance with the field. However, the impressions obtained in the course of the present study reflect points on which there was considerable agreement, and provide, therefore, some indication of the internal factors which enhance the status of liberal education within the professional school.

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[7] *Ibid.*, pp. 37; 38 (Table 28).

INFLUENCE OF THE DEAN

A primary force in strengthening the position of liberal education is the leadership role played by the dean. It has been shown earlier that the views of faculty members suggest a comparatively strong endorsement of liberal education by the head of their division. Faculty members believed that deans were more ready and willing to increase the ratio of liberal arts subjects in the professional curriculum than they were themselves. If these opinions are valid, they indicate that deans are already exercising positive leadership, or at least trying to do so, in increasing the liberal education of nurses.

Evidence obtained during the interviews tends to confirm this generalization. It was said, for example, that one dean had, among other things, been largely responsible for the appointment of a sociologist to the nursing faculty. She had also started a movement which ultimately led to permitting better students to undertake studies in the liberal arts area during the period when the professional program normally commanded all their time. In another case a dean had taken a strong position with regard to the liberalization of the professional course with the result that she had convinced a somewhat hesitant faculty that reform was necessary.

Other instances of this kind could be related, but they would only serve to confirm the generally known fact that courageous leadership is essential to any high level of achievement. If there is to be improvement in colleges of nursing with regard to a broader framework of study, the dean must play a key role in such an effort.

FACULTY PLANNING AND SELF-STUDIES

The involvement of the entire faculty in the planning of the total curriculum and the execution of self-studies also seem to contribute substantially to an effective program of liberal education in a professional school. How widely the first of these is practiced one cannot tell from observations of six colleges. The involvement of the entire nursing faculty, however, in planning all parts of the nursing program is recommended by the National League for Nursing and seemed to be operating with good results at all the schools visited.[8]

The virtue of enlisting the whole nursing faculty in planning lies in stimulating thought about all phases of the student's education, and restraining the individual instructor's habit of considering the nursing program solely in terms of her own parochial responsibilities. Under these circumstances the limited interests of ambitious and aggressive departments or power groups are prevented from dominating the curricular policies and practices.

Self-studies are also likely to produce a clearer understanding of the worth of liberal arts instruction by exposing certain educational values which have been overlooked or neglected. The beneficial results of such a process of reexamination were observed at the University of Washington. This self-analysis, which attracted national attention, was carried out over a five-year period with the support of the Commonwealth Fund, the W. K. Kellogg Foundation, and the Office of Vocational Rehabilitation of the United States Department of Health, Education, and Welfare. Including in its scope the full range of problems involved in the operation of a college of nursing, the final report closed with a series of statements about the principles that ought to underlie any new curriculum. Among other things it recommended that the study of the humanities and the social sciences should take place through an integrated sequence of courses presumably of the general-education type rather than discrete departmental subjects as had previously been the case.[9] This conclusion tends to support the view stated earlier that given the opportunity to consider the matter, nursing faculties would favor a curriculum which included broad general courses embracing the subject matter and intellectual skills of several disciplines rather than the introductory courses in a single department.

Studies of this kind need not be of such large dimensions as the University of Washington investigation to yield beneficial results. Correspondence with deans shows that some schools regularly undertake internal inquiries on a smaller scale. Not uncommonly those involved in these reviews of the nursing program consult with individuals in the college of liberal arts to evaluate established convictions and practices with regard to all phases of the program. Usually the result is a clarification among all members of the faculty of the purpose and nature of higher education in general and in nursing in particular. Not uncommonly these reviews produce evidence which justifies a more substantial component of liberal arts courses for nurses.

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[8] Department of Baccalaureate and Higher Degree Programs, National League for Nursing, *Criteria for the Evaluation of Educational Programs in Nursing Which Lead to Baccalaureate or Masters Degrees* (New York: The League, 1959), pp. 3, 6, 15.

[9] Ole Sand and Helen C. Belcher, *An Experience in Basic Nursing Education* (New York: G. P. Putnam's Sons, 1958), pp. 142-43.

Having described the factors within colleges of nursing that can play a key role in improving the liberal education of nurses, it is important next to report on the influence they are actually exercising at the present time. Chapter 2 showed that national nursing organizations have given much thought to the subject of liberal education and have made substantial progress in redefining the content and organization of collegiate programs so as to increase the proportion of liberal arts studies. In order to assess the impact of these deliberations on colleges of nursing the Institute of Higher Education corresponded with a number of these institutions asking for resolutions, committee reports, and other documentary material which would provide evidence of definite planning to achieve the goals of liberal education. Many of the replies indicated a clear interest in the subject, but only about half the colleges could supply tangible evidence of the kind requested. Moreover, the reports from institutions exhibited the familiar pattern of thinking about the liberal arts subjects, that is, in terms of their contribution to the development of professional competence.

The relevance of liberal arts education to their own specialties is a legitimate concern of professional faculties. However, to consider the significance of liberal arts instruction in these terms only is to overlook their vital importance in expanding the general education and enlarging the intellectual interests and competence of nurses. It is also true that without appropriate reforms in instruction in the career field, such as the elimination of instruction dealing with isolated facts and routine techniques, it is not possible fully to achieve the objectives of liberal education within the undergraduate period.

FACTORS INHIBITING CHANGE

If it is true that national nursing organizations have given so much thought to the values of liberal education, why have the improvements in the curriculum been chiefly related to professional studies? The primary factors in this situation have doubtless been the difficulties involved in getting collegiate programs of nursing established and accepted in the academic community. There have been serious problems of financing the program, selecting and training the faculty, and organizing clinical instruction, to mention only a few. Without solutions to these problems a suitable program of collegiate nursing education could not have come into being at all. Hence the discussions and planning in most colleges of nursing have up to now necessarily been concerned with these exigencies and much of the energy of faculties has been expended in coping with them.

Psychological and social forces in the community also appear to predispose nursing educators to place primary emphasis on professional instruction. It is a conventional view among nursing educators that the demands of the public, and the expectation of hospitals, students, and parents, that the educational program will turn out an individual prepared to assume the full range of nursing responsibilities, conspire to limit the study of subjects not related directly to professional activities.

The most concrete evidence that the public is not accustomed to thinking in terms of the broadly educated nurse appears in the inadequate financial support of collegiate education for nurses. Margaret Bridgman gives extensive consideration to this problem, and cogently puts the case for extending the base of financial support of nursing education beyond the income from student fees:

> Are not the educational and financial policies that are generally accepted in higher education equally applicable to nursing? These assume variations in ability to pay and divide educational expense between students, who are the direct beneficiaries of the education, and society, which benefits indirectly through their competence and adult contributions as individuals, workers, and citizens. Costs to students vary with the proportion of public or private support in different types of institutions. Financial aid is provided on the basis of ability, achievement, and need in the form of scholarships, grants-in-aid, loans, and opportunities for *voluntary* employment. Nursing education, unlike any other kind of education, involves obligatory employment regardless of need. Why should society as a whole not contribute to the preparation of students for this occupation through the system of education it supports for providing general, vocational, semiprofessional, and professional training in many fields? Why should families who have the means not pay for their children's education for nursing on the same terms as in other areas?[10]

This statement shows that costs are related to the fact that nursing education has been expected to prepare a technically skilled graduate, and is still expected to do so. In some states legislation based on this conception which once may have raised the standards of practice in nursing education now place such programs in a strait jacket. All educators in the professions would do well to remember when they attempt to enforce their present convictions by having them enacted into law that by so doing they are preventing desirable changes in practice in the future. The evil of this practice is dramatically illustrated in one college which, in order to conform to legal requirements laid down by the state, had to petition the parent university to be excused from newly established prescriptions in general education. Here the dean remarked, "It was with regret that such was done, and it is hoped . . . that some of the outside pressures in relation to curriculum will be modified in the not-too-distant future." The tendency in the face of such restrictions is to conform, or at least not to conduct that bold experimentation needed to improve any type of education. Concern for being "safe and proper" then perpetuates outmoded and inadequate practices, and licensing requirements exert an undue influence on local educational theory and practice. The preservation of antiquated practices inhibits attention to the student's innate capacities for high achievement, her creative ability, and her potential for continued growth.

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[10] Margaret Bridgman, *Collegiate Education for Nursing* (New York: Russell Sage Foundation, 1953), pp. 92-93.

Deans and faculty members also state that the vocational expectations of students and their parents tend to prevent the liberalization of the nursing curriculum. As reported in the previous chapter, interviews showed that though students valued liberal arts instruction more in terms of its intrinsic worth than did the faculties, the former were not generally more willing than their teachers to increase the liberal arts subjects at the expense of professional courses. Early in their college careers, when it may be assumed that they were most directly under parental influence, students tended to question the worth of this nonprofessional instruction unless the faculty made special efforts to convince them of its value. The impact of these factors was well summed up in a statement by Helen Nahm, Dean of the University of California College of Nursing at Berkeley, who said:

> I think our major problem in a professional school such as nursing is that we must, in a period of time which seems reasonable to students and their parents, prepare both a liberally educated person and a person with competencies essential for beginning practice in a professional field.

The primary purpose of any professional program must be to produce competent practitioners. If, therefore, influences external to the colleges require an emphasis on professional competence alone it is understandable that the energies of those concerned with nursing education should be spent primarily in strengthening the professional elements in the curriculum. At the same time it is abundantly clear that the developing conception of nursing and nursing education makes liberal education a matter of crucial importance in planning future programs. In some colleges this issue has been central in curriculum planning. It is related to almost all aspects of institutional life: the purpose, the content of professional courses, selection of the faculty, and even public relations. All colleges of nursing can well afford to review their curriculum policies and practices in the light of the emerging needs of nurses for a broader education than is now generally available.

FUTURE DEVELOPMENTS

American universities during the great period of their development over the past fifty years have allowed professional schools considerable latitude in designing their own programs. For the most part universities have had no common set of principles or purposes in terms of which the programs of their constituent units could be assessed. The tendency of the liberal arts college itself, unlike its forebears, to provide no explicit definition of liberal education and to place all subjects on a parity doubtless has accounted for the absence of any unifying philosophy or set of guiding principles in the university as a whole. As Ortega y Gasset, one of the most perceptive critics of university education in Western culture observed several decades ago, the university has lost its ancient mission, and it has failed to define for itself a new set of purposes consistent with the spirit and the needs of this age. During the 1930s the general education movement attempted, and in some places was, to a degree, successful in restoring meaning and purpose to higher education. Many institutions developed programs and even entire administrative units such as basic or general colleges to provide the fundamental elements of a liberal education. Not infrequently professional students, regardless of their prospective vocational affiliation, were by university action required to complete a common liberal education before they could receive their professional degrees.

More recently the challenge posed to the intellectual and scientific leadership of the United States by the Soviet Union has caused concern about the purposes of higher (and other) education in this country. While many citizens see the greatest threat to our well being in the technical realm many others, including scientists, favor a broader educational approach to our national and international problems. They recognize that though our prosperity will depend on the education of an increasing number of highly skilled workers at all levels of the economy, long-range considerations of our position in the world and our maturity as a culture depend no less on a wisdom that grows from a knowledge of philosophy, history, the arts, and the social sciences than from a knowledge of the physical and biological sciences basic to our continued technological advances. Many educators in the professions, including nurses, fortunately share this view.

Assuming that such forces will continue to influence the purposes of American universities there are agencies at work, as shown in this chapter, which seem destined to bring the nursing profession into harmony with the general trend of events. The dean, with the support of the president and of general university requirements, must play the key role in broadening the base of nursing education and thus elevate the competence and the status of the nurse in our culture. If the liberal arts colleges clarify their own purposes and their peculiar reasons for being, and design programs specifically to achieve the objectives of liberal education, the professional schools will more willingly and more swiftly move toward more comprehensive goals. The groups to convince of the validity of the claims of liberal education will be the faculty, the students, and the community. Reappraisals of purposes and programs in the universities and in the colleges can provide the principal impetus in the dynamics of change. Continuing discussions and cooperative efforts involving faculties of liberal arts and nursing in regard to the reconstruction of professional education can provide the revitalizing influences essential in any enterprise of this magnitude and significance.

Already there is evidence that activity at some universities is constructively affecting colleges of nursing and causing them to give careful consideration to the issues of liberal education as they are related to professional education. Even where the parent institution takes the initiative, however, the responsibility for effectuating the necessary changes in purpose, direction, program, and curricular organization must ultimately fall on the individual school, the department heads, and all the faculty members. Whether colleges of nursing, with the help of national nursing organizations, can design and construct an educational program which cultivates the essential professional skills and at the same time nurtures those qualities of mind and character indispensable in living an effective life in all its manifestations, will depend on this generation of nursing educators. If the entire company of nursing educators will follow its leaders the professional future of nursing and its invaluable contribution to American life are assured.

Chapter 6

SUMMARY AND RECOMMENDATIONS

THE EVIDENCE IN THIS STUDY JUSTIFIES THE ASSERTION THAT EDUCAtors in the nursing profession wholeheartedly subscribe to the value of liberal education. A related investigation of attitudes on this subject among a wider sampling of nurses leads to the same conclusion. It is especially significant that in this study covering eight types of professional schools, nursing faculty members outranked all others in their professional dedication to liberal education as a constituent in the training of the nurse.[1]

The desire of nursing educators to have their students obtain a liberal education was also documented in Chapter 2 of the present study dealing with the recognition among nurses of the increasing need for broad learning. Social change has steadily increased the complexity of nursing responsibilities and created a demand for types of services requiring a high degree of general intellectual competence and a wide range of knowledge. Leaders in the field, recognizing the consequent need for changes in the character of the profession, have developed concepts of education, relating both to liberal arts and professional instruction, suited to the enlarged role of the nurse in contemporary society.

It is widely recognized, however, that the curricula of colleges of nursing have not yet reached their optimum development. Certain attitudes held by faculties and a number of features of the educational program stand in the way of the achievement of the declared goals of nursing education. Nevertheless, the strong sentiment in favor of liberal education in the field of nursing foretells positive action to rectify the present inadequacies. There is good reason to believe that a direct attack on current weaknesses will not only find acceptance among nursing educators but will provide the stimulus necessary to produce desirable changes. The following discussion describes the principal present inadequacies and presents the views of those who have considered these problems concerning the means which could be used to correct them.

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[1] Paul L. Dressel, Lewis B. Mayhew, and Earl J. McGrath, *The Liberal Arts as Viewed by Faculty Members in Professional Schools* (New York: Bureau of Publications, Teachers College, Columbia University, 1959).

LIBERAL ARTS CONTENT

After the general endorsement of the value of liberal studies, the next most important finding in this study is the tendency of nursing educators to consider liberal arts subjects in terms of professional competence. There are, to be sure, notable exceptions to this generalization. Moreover, this focus of interest is understandable, since the responsibility of nursing educators is to prepare students for their careers. Nevertheless, the inclination of most individuals concerned with the college education of nurses to stress the achievement of professional goals has had results that are clearly not conducive to the realization of certain important goals of liberal education.

The heavy emphasis on professional competence exhibits itself in a number of ways in colleges of nursing.

First, though nursing educators accept the recommendation of the National League for Nursing that the curriculum should be evenly divided between professional and liberal arts instruction, the spirit of this concept is widely violated. It is a common practice, for example, to count professional courses as part of what the League has called "general collegiate education." Specifically, colleges very frequently classify professional education and home economics courses in the nonprofessional half of the curriculum. In some institutions such subjects as pharmacology and public health are also considered nonprofessional, at least so far as the recommendation of the League is concerned. There are even cases where foundational courses in nursing, such as the history of the profession, are credited toward "general collegiate" education.

Professional courses, when properly organized and taught, can of course cultivate the qualities that the liberally educated person ought to possess. But if the term "general collegiate education" is to have any meaning as a device for broadening the education of the nurse, classifying professional subject matter as general education clearly runs counter to the League's intentions. This practice doubtless results from the belief of faculties that some 60 credits in nursing courses and in related professional fields are insufficient to prepare a competent practitioner. This view may have merit. But its validity ought to be established in open debate on the proper division of the content of the curriculum. If individual schools do not accept the view that the division should be on a 50–50 basis, they should let this be known in their programs accordingly. Nothing is gained in the education of students or in professional status by violating in practice what is professed in theory.

A second result of determining the objectives of the college program in terms of professional competence alone is the consequent establishment of excessive requirements in the natural and behavioral sciences. These subjects are rightly considered basic to understanding the theoretical foundation of nursing. But large requirements in the basic sciences, coupled with an uneven division between liberal arts and professional courses, leaves small opportunity for the inclusion of such subjects as literature, history, philosophy, music, or government. That some individuals have strong feelings about the failure to include more nonprofessional subjects in the nursing curriculum was illustrated by Dean Gladys Kiniery of the School of Nursing at Loyola University, when she stated in a letter to the Institute of Higher Education:

> Personally I feel that many of our basic collegiate programs are extremely weak in liberal arts and if they are, they do not belong in a university setting. Simply moving a program from hospital auspices to an institution of higher learning does not necessarily make it of college or university level. There must be complete reorganization and inclusion of general subjects which should serve as a foundation for all teaching and learning in the nursing courses.

The result of establishing large requirements in the behavioral and natural sciences and other subjects supporting the professional area is to shrink the proportion of other instruction to as little as six hours, or 5 per cent of the total average undergraduate curriculum. Sometimes practice may leave only a single course in English composition, which, valuable as it is, can hardly be considered the substance of a liberal education. Most colleges of nursing in their catalogs express their conviction that the college program should contribute to effective citizenship and endow the student with a rich understanding of life. It is clearly not possible even to approach these laudable objectives under the practices which prevail in some schools of nursing. If 20 to 30 credit hours of instruction, the general range of most requirements set by colleges in the natural and behavioral sciences, are necessary to supply the essential knowledge in the subjects foundational to nursing, then it is difficult to understand how the much broader objectives of developing the student as a whole person and as a citizen can be realized with less than an equal amount of instruction in such subjects as philosophy, literature, history, and government.

The narrowing influence of excessive requirements in the natural and behavioral sciences is aggravated by the practice of assigning nursing students to special courses in these fields. Educators in the field of nursing believe their students need a more extensive knowledge of the sciences than those who do not major in science, but they consider the normal long sequence of science courses offered by liberal arts departments excessive for their purposes. Moreover, these courses are sometimes swollen by large bodies of fact unnecessary to lay a foundation for nursing practice. It is commonly suggested that shorter courses incorporating only essential subject matter can be designed for their special purposes. Though such courses frequently include students from other health fields, such as physical education, nutrition, and physical therapy, the nurse is deprived of contact with students in many other departments. This practice may, therefore, have another narrowing influence on the nurse's total education. Moreover, whether these courses are broad or narrow, the fact remains that they are focused on professional objectives rather than on the more comprehensive goals of liberal education.

Tied to the belief that considerable knowledge of the natural and behavioral sciences is necessary in the education of the nurse is the idea that nurses ought to complete instruction in these subjects prior to, or in the early years of, clinical instruction. Hence, though nursing faculties sometimes view conventional courses in the behavioral and natural sciences as suitable to their purposes, they prefer that their students pursue these subjects in the freshman and sophomore years. For this reason special sections for nurses are often arranged, a practice which also compounds the narrowness of the professional program.

A third potential influence on the narrowness or breadth of the college program is the opportunity offered students to elect courses. Most colleges of nursing provide for *some* electives, but the range of credit hours allowed varies widely.[2] The judicious use of electives could result in a considerable broadening of the student's education. However, the excessive emphasis placed on the objective of professional competence by many faculty members, especially those in an advisory capacity, adversely influences the student, and with her natural interest in her specialty narrows her choice of studies. It is common, therefore, for students to employ some part of their elective hours for courses in the natural and behavioral sciences. Consequently the potential contribution of elective subjects to a broader education is sacrificed to greater vocational specialization.

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[2] Table 1 (p. 47) showed that 19 out of the 31 colleges selected for study permitted electives.

Finally, the focus in nursing on the contribution of the liberal arts subjects to professional skill makes more difficult concurrent study of liberal arts and professional courses. Most observers in the professional schools agree that the goals of liberal and of professional education are best achieved when both types of instruction are pursued simultaneously. A common alternative to this arrangement is to separate liberal arts and professional subjects, offering the former in the first year or two and the latter afterward.

There are a variety of reasons why the concurrent arrangement is preferable. There are also good reasons why such a structuring of the curriculum in nursing is difficult to accomplish. Although this matter will be considered later, it is proper to observe here that many nursing educators recognize the merits of the concurrent arrangement, but they find it difficult to put their thinking into effect because students acquire much of their technical knowledge and skill in supervised clinical practice and in the course of regular hours of day or night duty extending over periods of several weeks. Under this arrangement the student concentrates technical training in certain semesters and studies little or nothing else at that time. Although to some extent the insistence of agencies that cooperate with colleges in offering clinical instruction that the student carry some of the burden of hospital work has inhibited departure from the arrangement just described, many nursing educators also fear that abandonment of the long and concentrated period in the clinical situation would not allow the student enough time to develop adequate competence. Moreover, some instructors feel that any reorganization of clinical instruction to make possible the concurrent study of liberal arts and professional courses would entail such great difficulties that the resultant gain would be too small to justify the effort. Thus the inclination in nursing to view instruction primarily in relation to development of professional competence has obstructed experimentation that might produce a better balance between general and specialized education.

The narrowing effect of viewing liberal arts courses primarily in terms of professional career has not been sufficiently recognized. Any recommendations for increasing and broadening the liberal arts elements in the curricula of colleges of nursing must rest on a broader conception. Such a conception was advanced in Chapter 1, where it was shown that the achievement of a liberal education depends on the orientation of a professional program toward three purposes: (1) the attainment of sufficient knowledge of the world, past and present, to assure a broad understanding of life; (2) the development of intellectual skills; and (3) the cultivation of qualities of character, such as a sense of personal worth and a commitment to the well-being of mankind. Though these three objectives are closely interrelated, the acquisition of a corpus of substantive knowledge is the necessary condition for the achievement of all. Both the liberal arts and professional courses should contribute to the development of intellectual competence and to the cultivation of desirable traits of character, but only a generous proportion of the liberal arts subjects can supply breadth of knowledge.

To conceive of one of the main functions of the liberal arts as supplying a solid foundation of substantive knowledge is to say that any nursing program that claims to provide essentials of a liberal education must include more courses of this type than many colleges of nursing now do. Moreover, it follows that even when certain liberal arts courses are required because of their contribution to professional competence, their primary responsibility must be to extend the student's general education, that is, they should be broadly liberal and not narrowly technical. It also follows that where the requirements in liberal arts subjects related to a profession are extensive, electives should be permitted only in fields unrelated to practice. Philosophy, religion, music, literature, history, government, or international relations are examples of subjects which add breadth to a nursing education.

Recognizing that a broad base of substantive knowledge constitutes one essential element in a liberal education, it is possible to make specific proposals concerning the proper number and kinds of courses that ought to be included in nursing at the college level. Chapter 3 showed that the requirements laid down by many colleges of nursing in the liberal arts subjects were far too limited, indeed in many cases below the level specified by the profession through the National League for Nursing. The following proposals to increase the number of these subjects and to place a stronger emphasis on frequently neglected fields would require extensive changes in the curriculum of many schools. The position of the League and the endorsement of the concept of liberal education by nursing faculties as a whole, suggest that these proposals are neither radical nor impracticable. In fact, they rest on the position of the League itself that half the curriculum ought to be in the "general collegiate" area. Moreover, leading nursing educators recognize that the humanities, history, economics, and other nonprofessional subjects which bear only a remote relationship to professional practice are now neglected. Hence, if the suggestion that these subjects be given greater prominence in the nursing curriculum runs counter to practice, it conforms to the thoughtful opinions of informed persons.

Furthermore, there is reliable evidence that nursing is ready to strengthen the commitment of its collegiate programs to liberal education. The study of attitudes of the faculty members in schools of nursing already cited completely supports this inference. It is also reflected in a letter from a leader of the profession, Margaret Bridgman, who wrote to the Institute of Higher Education that "Remarkable progress has been made, but I feel that the potentials of higher education in nursing are only now beginning to be realized." [3] The years of study devoted by members of the profession to developing a suitable higher education for its members; the steady progress in identifying reliable principles for the organization of nursing schools; the continuing clarification of concepts related to effective professional instruction; and the increasing experimentation in putting these ideas into effect have brought nursing to the threshold of dramatic advancements. One such advancement should be a larger place for liberal studies in nursing curricula.

EXTENT OF STUDY OF THE LIBERAL ARTS

The League's position is that about half the content of the nursing curriculum should be nonprofessional, general college instruction. Translated into concrete terms, this means that in an undergraduate curriculum of 120 hours, at least 60 should be in liberal arts subjects. It is not expected, nor should students be led to believe, that this instruction will by itself produce a liberally educated person. Intrinsic in this recommendation, therefore, is the supposition that liberal studies will be continued after the degree is received.

No one can complete a liberal education during the course of a college program—or, in fact, ever. Human experience is far too complex for a student to develop the scope of understanding implied in the concept of a liberal education even in a lifetime, much less in two years. But the foundation of intellectual curiosity and the desire for continuous self-enlargement, can and should be laid in that period. The concept of continuing self-education is already accepted in the nursing field itself. Leading nursing educators accept the continuing education as a factor in maintaining professional growth. They construct curricula on the assumption that it is impossible to turn out a finished nurse in the undergraduate years. They question the common expectation that a nurse should be able to assume full professional responsibilities the moment she leaves school, while other professions expect beginning practitioners to spend a period of time gaining practical experience before they perform even elementary duties without supervision. The view that nurses should be completely competent at graduation stems from the tradition of apprenticeship still strong in nursing. It accounts for the fact that the moment a student graduates she is expected to pass a licensing examination and take on the same duties as those carried by individuals who have practiced for years. But nursing educators believe that the student nurse should be generally trained for beginning positions, and that instruction in specialized areas should occur on the graduate level. With a limitation of the undergraduate curriculum to general preparation for practice, they rightly believe it possible in approximately two years to provide the student with the basic equipment to develop into a competent nurse and to prepare her to educate herself over the years for greater professional effectiveness.

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[3] Letter addressed to the author, June 3, 1959.

If a student can lay the foundation for becoming and remaining an effective nurse in approximately two years, she can likewise lay the foundation for a lifetime of self-education in the areas of life outside her profession. She ought to be able to obtain sufficient knowledge of the major fields of learning to continue her intellectual growth and understanding in other matters. Specifically, the student ought at the time of graduation to have acquired the basic knowledge, the intellectual skills, and the desire to understand and to appraise the sources of information and opinion on the diverse aspects of life with which the educated layman comes in contact. Moreover, the graduate ought to be able to read perceptively, with satisfaction and with intellectual enlargement, the serious literature produced in such abundance on developments in the world of politics, sociology, art, literature, and physical science.

GENERAL EDUCATION COURSES

How is this breadth of understanding and skill to be achieved? A random selection of courses chosen from a legion of more or less specialized offerings will not provide a liberal education nor develop the capacity for continuous intellectual growth required for intelligent citizenship and personal satisfaction. To achieve these objectives a liberal arts program for professional students needs to be organized according to the basic concepts inherent in general education. This study has shown that there is some misunderstanding among nursing educators about the nature of general education courses that leads many of them to oppose instruction of this kind. Nevertheless, faculty members and deans in this field, when asked to express their ideas and preferences with regard to the principles that should underlie the selection of content and teaching in liberal arts courses, state views similar to those held by leading advocates of general education. A discussion of these courses designed for the purposes of general education is, therefore, pertinent.

Introductory courses in nonprofessional subjects should bring the student into touch with the key ideas in a major field of knowledge. To treat introductory courses, as many liberal arts departments now do, as if the purpose of such courses were to prepare all students for specialization within a given subject without regard to the fact that most enrollees will never do more than take another course or two in the subject, if that, is to sacrifice the need of the majority for general education to the particularized vocational interests of the few. On the other hand, courses that focus on major concepts or principles will cause the student to develop insights that enable her to function more effectively as a person, as a member of a profession, and as a citizen. In accordance with this philosophy, some colleges have organized courses that approach modern political and economic life through the study of major events and ideas in history that have shaped the present. A course of this type has been offered at Columbia College since 1919, and more recently Harvard College has initiated a variety of such offerings. The major conceptions in the behavioral sciences, including psychology, sociology, and cultural anthropology, can likewise be taught through an examination of the main developments in these disciplines as is now done in the College of the University of Chicago.

Concepts similar to these have been applied in the organization of courses in the sciences. The ideas of James Bryant Conant, discussed on page 87, are a good example of the application of the theory of general education to instruction in this field. Conant argued that a historical approach to the sciences dealing with major discoveries could provide not only instruction in basic scientific principles but could show how these advances were grounded in the social and intellectual climate of the time in which they occurred. While nursing students need a strong background in the biological and physical principles that underlie health care, they must also obtain the kind of understandings Conant had in mind if they are to realize the general educational values of instruction in science.

The humanities can also be effectively taught by attention to a limited number of carefully selected works of art, literature, poetry, and philosophy that give the student firsthand acquaintance with the major ideas, perspectives, and expressions of aesthetic experience that are a part of her cultural heritage. Some twenty courses of this type taught at different colleges, including Haverford, the University of Arizona, St. John's at Annapolis, the University of Florida, Michigan State, and Harvard are described in *The Humanities in General Education.*[4]

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[4] Earl J. McGrath (ed.), *The Humanities in General Education* (Dubuque, Iowa: Wm. C. Brown Company, 1949).

Second, basic courses in the liberal arts should familiarize the student with the methods of thought, the ways of interpreting data and advancing toward truth characteristic of each of the great realms of knowledge. Thus, the student should discover how the historian, sociologist, political scientist and scholars in other social sciences arrive at defensible inferences in the face of constantly changing phenomena and the limited number of facts. They must comprehend the process of inductive reasoning employed especially in the sciences. They should become acquainted with the methods of deductive thinking—reasoning logically from one principle to another—commonly employed in philosophy, and know how to follow an argument dealing with abstract ideas. Finally, they should become sensitive to the aesthetic modes of expressing values and of understanding life characteristic of literature, poetry, music, and the arts. They should know the strengths and the limitations of all these methods for apprehending reality and human experience and obtain practice in using them. Having attained skill in the use of these intellectual processes, the student should have developed the capacity and openness of mind essential to a lifetime of continuous learning.

Upper-level courses in the liberal arts, though dealing with more specialized knowledge, may also be designed to serve the needs of the student in professional areas. Some colleges, including several of those mentioned previously, have organized instruction of this type. Here the objectives of introducing the student to advanced knowledge and to the point of view of the specialist and of exploring the interrelationships among disciplines should govern the selection of material. Such an approach can develop maximum breadth while at the same time building a basic grasp of a subject.

The concept of general education advocated here allows ample latitude for experimentation with different approaches and the use of the unique strengths of a faculty and the other resources of individual institutions. The organization of courses according to these principles makes it possible even within the brief time available for the study of liberal arts subjects in professional programs to lay down basic qualities of mind and character essential to a lifetime of intellectual growth.

NATURAL AND BEHAVIORAL SCIENCES

What subjects ought to be included in the recommended 60 credits in the liberal arts, and how many credits should be allocated to each? Two general types of instruction are required: one has to do with the general education just discussed; the other with instruction in subjects basic to nursing. Within the framework of twenty semester courses in the liberal arts a beginning can be made in both. Instruction in anatomy and physiology, microbiology and chemistry, and sociology, psychology, and cultural anthropology, up to 24 semester credits, should provide the necessary basis for mastering the professional courses in nursing. These subjects can and should be taught in such a way as to develop professional competence, but they should also be taught broadly enough to realize the liberal values of education.

In this connection, the practice of assigning nursing students to special sections in the sciences and occasionally in the behavioral sciences deserves comment. These special courses are justified on the ground that nurses and others in the health fields need extensive knowledge in these subjects early in their careers to understand clinical practices. Nurses cannot, therefore, pursue the long sequences normally established by science departments, because if they did so they would have to postpone the learning of important professional material to the third year. Nursing students do need more instruction in science than most other majors, but the customary departmental courses, designed for individuals who intend to specialize in these subjects, contain more detail and require far more time than is available in the undergraduate nursing program. The special courses can, however, be so organized as to avoid superficiality and yet be more valuable for general education than the regular science courses. They can, therefore, reasonably be counted as part of the requirement of 60 credits in the liberal arts.

There are, however, certain special courses designed specifically for practical application to the professional field. These ought not be classified under the 50 per cent of the curriculum concerned with general collegiate education. An example of such a course is found in the following catalog description:

> *Microbiology for Nurses.* The purpose of this course is to present microbiology in a specialized way to School of Nursing students, for whom it is a major tool subject.

Special courses or sections in the natural and behavioral sciences should either be broad enough in content and aim to contribute to a general education, or should be classified as professional instruction.

A number of criteria to be used in such classifications have been identified by Margaret Bridgman (see p. 65). Two others, to which Miss Bridgman would doubtless agree, ought to be added. First, such courses should be legitimate offerings in the parent discipline; that is they should be open to liberal arts students and bear credit toward their degrees. Second, particular care should be taken in the organization of the special courses to assure that general cultural values are retained.

In the sciences, for example, the impact of scientific advancement on society should be emphasized as well as knowledge of the biophysical principles that underlie the practice of nursing. These courses should aim to cultivate a detached frame of mind through training in the inductive process of reasoning by means of what Conant has called the study of the "strategy and tactics" of science.

THE HUMANITIES

The second part of the 50 per cent of general collegiate courses ought to be exclusively concerned with nonprofessional subjects. Instruction in the sciences and behavioral sciences ought to be supplemented by two years (the equivalent of four semester courses) of study in the humanities. The evidence gathered in the present study suggests that courses in the humanities are more frequently required and more commonly elected by nursing students than other liberal arts subjects, such as political science, economics, or history. This is a commendable trend in nursing education, for the humanities have traditionally been central subjects in a liberal education. They have been considered to contribute to the enhancement of the individual's capacity for personal enjoyment and to the development of a system of values. Study of the classic expressions of mankind's artistic sensibilities—whether in literature, poetry, music, art, or the theater—vicariously expands the student's experience and provides greater insight into the deeper workings and aspirations of the human heart and mind. Knowledge of alternative systems of values, of the thinking of other cultures, of the depths of human aberration and trial, and of the height of human hope and vision, immerses the student in a crucible of experience that matures her thought and enriches her character. No education which overlooks or treats the humanities in a niggardly fashion can claim to have made an adequate effort to expand the student's thought and life. It is recommended, therefore, that a two-year sequence in the humanities include appropriate segments chosen from philosophy, literature, poetry, art, and music.

THE SOCIAL SCIENCES

Nursing curricula should also include at least one general education course embracing such subjects as history, government, economics, and international affairs. This study revealed that these branches of the social sciences are frequently neglected. The failure to include a larger segment of social studies other than the behavioral sciences is doubtless a result of the tendency to neglect subjects that are only distantly related to the professional needs and interests of the nurse.

Yet a professional curriculum primarily for women cannot neglect the subjects which develop their capacity to fulfill their enhanced position in contemporary society. Today women participate extensively in discussions of public issues. They too must decide issues of public policy. Many women have achieved high positions in industry and in affairs of state. There is every reason to believe that they will participate more actively in civic affairs and in the shaping of public policy in the coming years. Hence, they need to develop the perspective that history provides, to understand the workings of our government and of our economy, and to become familiar with the complicated international situation in which we all now find ourselves. One year of study in a single social science is too little to provide the necessary breadth of experience in this capacious field. A two-year sequence should be provided, if possible. Comprehensive courses of a great variety have been designed and are in operation in many institutions of which representative examples can be found in *Social Science in General Education.*[5]

ELECTIVES

The program outlined above accounts for only 42 credits, or fourteen courses, leaving another six courses, or 18 credits, for electives in the average four-year program. The key question in the use of electives is whether students ought to be encouraged to choose further work in the physical, biological, and behavioral sciences, or in the subjects not related to nursing practice.

If the unique function of the study of the liberal arts as part of a professional curriculum is to develop breadth of knowledge, the student will realize this aim more completely by choosing subjects that do not relate to her specialized field. Nursing programs necessarily require the student to pursue a considerable range of courses in the behavioral and natural sciences. Moreover, the strictly professional nursing courses do contain additional instruction in these fields. Though they cannot be expected to be experts in any of its specialized branches when they receive the bachelor's degree, it may be assumed that students obtain an adequate knowledge in these subjects to begin the practice of nursing. But, if it is true that the natural and behavioral sciences are of such great importance in nursing that it is necessary to include more than the 24 credit hours of instruction previously recommended, then the profession must face the prospect of reducing the scope of professional subject matter to accommodate this additional instruction. If, of course, the student expresses a strong desire to continue the study of the natural and behavioral sciences for purposes of general cultivation, and seems by nature and nurture to be able to benefit from such instruction, apart from her competence as a nurse, she should be permitted to elect additional courses in these fields.

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[5] Earl J. McGrath, *Social Science in General Education* (Dubuque, Iowa: Wm. C. Brown Company, 1948).

Members of nursing faculties who determine the amount and the range of electives available to students would be well advised to stress those subjects which will enlarge the student's understanding of life as a whole. Subjects such as history, economics, government, or international affairs, in the social sciences, and music, literature, theater, philosophy and religion in the humanities deserve favorable consideration if nurses are to broaden their education and lay the basis for further self-development.

One further point needs to be made in connection with the electives open to nurses. During the course of this study a number of faculty members expressed the opinion that students should have the challenging intellectual experience of taking advanced courses in at least one non-nursing discipline. In advanced courses they believed that the student would develop a fuller grasp of the subject and come to grips with the different intellectual problems involved. The opportunity to use 18 credits of the total nursing curriculum to pursue advanced courses in one or more of the liberal arts subjects should not be neglected. A student might distribute these hours over second courses in several fields, such as history or political science or one of the humanities—for example, English literature and philosophy. Or she could use all 18 hours in one subject. The value of concentrating in a single field is illustated by the study of foreign languages. Most authorities agree that study of a language for one or even two years in college provides little more than essential skill in the use of grammar and vocabulary. But if the student had at least a third year to delve into literature, she would begin to sense the distinguishing characteristics and the spirit of a culture different from her own. Moreover, if the student had had a year or two in high school, her experiences in the advanced study of a foreign language would be all the richer and more informative. The value of this general cultural enlargement can hardly be exaggerated. Studies of transcripts show that students unfortunately now use their electives, in part, for professionally related subjects. They will doubtless continue to do so until strongly advised by experienced members of the profession that they ought to broaden their education through study in other disciplines.

CONCURRENT STUDY OF LIBERAL ARTS AND PROFESSIONAL COURSES

The problem of integrating liberal arts and professional courses is one of the difficult problems in all professional curricula. Nursing educators generally have accepted the principle that both types of instruction should proceed concurrently whenever such an arrangement is physically possible. The present investigation, both in its statistical studies and in interviews, demonstrated that a very large majority of faculty members in colleges of nursing endorse this idea. Students likewise expressed opinions favorable to the parallel structure. There are at least three advantages in the simultaneous study of liberal arts and professional subjects. First, many students begin their higher education with clearly defined vocational goals. This means, in effect, that some girls have decided that they want to be nurses. If they are required to take a whole series of liberal arts courses prior to entering upon professional studies, they often consider the former either as a hindrance to the realization of their main vocational objective or as a period of enjoyment when study can be treated lightly prior to the time they begin the serious business of mastering a career. In either case the instruction they pursue during this period is not likely to receive the serious attention and the undivided effort it deserves.

Second, if it is true that no one can complete a liberal education in two years, or in a lifetime, it is essential that the curriculum be so organized as to cultivate the habit of continuous study outside the professional field. A horizontal split between liberal arts and professional courses creates the impression that liberal education is over and done with when professional study begins. The student, under these circumstances, may become disassociated from the broader fields of knowledge during her later college years. The result is often a loss of interest in matters outside of nursing and a gradual lessening of the capacity to cope with the larger issues of the day. Moreover, many nursing educators believe that advanced study in some liberal arts subjects is necessary to deepen knowledge and to give confidence in one's own intellectual resourcefulness. If all liberal arts courses are concentrated in the first two years students are necessarily limited to introductory subjects, and consequently are unable to penetrate any field in depth. The importance of continuing the study of liberal arts throughout the college program was further underlined by students who stated that they had a greater desire to take liberal arts courses in their later college years than they had as freshmen, and by faculty members who confirmed this point of view.

Third, liberal arts and professional subjects when studied simultaneously support one another. The relevance of broad knowledge to the profession is much more clearly seen than when they are pursued consecutively. The student's recognition of this relationship in turn stimulates interest in liberal arts subjects. These reasons argue strongly for a nursing curriculum in which liberal arts and professional courses are offered throughout the entire period of study leading to the bachelor's degree.

No one familiar with the situation in nursing education will overlook the difficulties involved in the concurrent scheduling of liberal arts and professional courses. The implementation of this apparently simple curricular concept is complicated by the fact that at most colleges clinical instruction in nursing must be worked out in cooperation with health agencies engaged in serving the public. It is difficult under such circumstances to arrange instructional schedules with the agencies so that they dovetail with the hours at which academic courses are customarily offered. Moreover, since hospital facilities are often located at some distance from the campus, it is not possible to schedule an hour or two in clinics preceded or followed by regular academic courses. Then, too, instruction in nursing practice has traditionally taken place in blocks of several weeks during which the student learns clinical practice by spending a number of hours on duty. Under these conditions the student obviously cannot receive instruction in liberal arts subjects while she is professionally occupied. Finally, in some programs the student spends two years at a college and then takes up residence at a university school located in a hospital, during which time she is completely separated from a campus where liberal arts courses are offered. If, therefore, colleges of nursing are to realize the values inherent in the concurrent arrangement of the curriculum special planning will be needed to bring the two phases of study together.

There are various ways in which the student can be kept in contact with nonprofessional instruction while she pursues professional studies. The following plans are offered simply as illustrations. In situations where the student leaves a college to attend a university school which cannot arrange for further general education, an activities program, such as lecture or concert series, can promote continued general cultural growth. Some hospital facilities may be located close enough to other higher educational institutions to permit students who are able to carry extra instruction to elect courses in the liberal arts. Schools which enroll students after they complete preliminary studies in a college of liberal arts ought, where possible, to enter upon cooperative arrangements with neighboring colleges to offer academic subjects. Opportunities might be made available or students might even be required to take advanced courses in the humanities or social sciences at these institutions.

In circumstances where a student matriculates in a university or college which offers both the liberal arts and professional phases of the program, and remains in residence at the university throughout her undergraduate career, the college or department of nursing, assuming that it has final authority over such matters, can arrange both types of instruction concurrently. Such schools can also enrich the student's intellectual experiences by promoting participation in extracurricular activities and cultural programs which help to expand the student's horizons and consequently contribute to the achievement of the goals of liberal education.

It is recognized that the implementation of these proposals would involve considerable effort on the part of faculties. In many colleges they would require alterations of arrangements for clinical instruction, rescheduling of programs, and revision of professional courses. They would also involve added financial obligations. But the fact that the six colleges visited in connection with this study had already instituted one or more of the proposals demonstrates that such programs are feasible. In any case, the advantages of joining liberal arts and professional education are sufficiently important to justify the effort to make the necessary changes.

THE PROFESSIONAL PROGRAM

There have been many discussions among nursing educators, and others, concerning the benefits professional students can gain from the study of liberal arts disciplines. Not so common, however, have been proposals regarding the contributions which professional instruction itself can make toward the achievement of the goals of liberal education. Professional studies, if properly organized and taught, can supplement liberal arts instruction in creating the traits of character and mind that the cultivated person ought to possess.

Although nursing educators have long recognized the need to extend the professional curriculum, the tendency to view the objectives of nursing education in too limited terms has exerted an inhibiting influence on reforms in the structure and content of professional courses themselves. The educational tradition in nursing has been to lay the yoke of apprenticeship and service to the hospital on the student early in her career. Apprenticeship does provide valuable learning experience when it is directed to this end, but uncontrolled it may, after a certain point, degenerate into mere chore work. On-the-job training readies the individual for the performance of specific tasks through the constant repetition of given activities. Consequently, it produces a measure of technical skill that faculties, students, their parents, and the public expect all graduates to possess. Licensing requirements have also been interpreted too strictly in terms of job performance with the result that nursing educators have been hesitant to experiment with bold new approaches of the sort that would raise nursing programs to a level befitting higher learning. Moreover, persons familiar with the operation of colleges of nursing correctly observe that the fundamental problems of financing, of selecting adequately trained staffs, and of gaining acceptance in the academic community have consumed so much of the energy of nursing educators that they have had little time to give to the reorganization of their own programs and courses. Hence, they have often simply followed traditional patterns.

Consequently, although there have been some notable reforms, a generally unprogressive pattern of thinking has inhibited developments in professional instruction that would greatly strengthen its contribution to the larger purposes of higher education. It is well, therefore, to discuss briefly certain principles of curriculum construction that will aid in the reorganization of nursing studies for the achievement of these larger objectives. Margaret Bridgman has presented a series of such principles that relate primarily to the procedural aspects of the problem, such as the matter of assigning credits for the hours spent in clinical practice.[6] All those concerned with the education of nurses could profitably study these principles as part of the effort to bring the professional curriculum to bear on the attainment of the broader goals of education.

The general principles described in Chapter 1 can also be profitably applied to nursing. The most fundamental of these concerns the degree of specialization in undergraduate professional curricula. No college program should attempt to, or indeed honestly can, instruct the student in the highly specialized branches of a profession. For example, if a college of nursing offers a long undergraduate sequence in hospital administration, or in specialized aspects of nursing care of unusual diseases of the heart, there is good reason to suppose that it is offering subjects that belong on the graduate level or are better learned in special courses offered to those already in practice.

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[6] Margaret Bridgman, *Collegiate Education for Nursing* (New York: Russell Sage Foundation, 1953), pp. 167-70.

To do more than prepare a student in the fundamental elements of practice results in overcrowding the curriculum with a collection of detailed specialties, unavoidably treated superficially. This practice also displaces instruction in the foundational knowledge of the profession and in liberal arts subjects. Undergraduate nursing programs ought, therefore, to try to prepare the student only for the competent performance of beginning tasks. The idea could not be more clearly expressed than it has been by Margaret Bridgman:

> Nurse educators agree generally that a basic collegiate program should give adequate preparation for the beginning practitioner in all types of nursing indicated: medical and surgical nursing, maternal, and child care, communicable disease including tuberculosis, psychiatric and public health nursing.[7]

If this basic principle is accepted colleges of nursing can keep the professional part of the curriculum within limits that would permit the previously recommended 60 credits in the liberal arts to be instituted without lengthening the period of formal education.

Emphasis in college programs of nursing on theory and principles rather than details and techniques is a corollary of the aim to develop general competence. Only by understanding the underlying rationale of practice can the student make the creative approach to her work that distinguishes professional activity. When routine and rule-of-thumb procedures are stressed, the individual's vision remains fixed on specific activities. She will find it hard to deal with new situations or master advances in her field. The quality of adaptability, developed by attention to the foundations of a professional field, has gained in importance in recent years, for increasing complexity, an enlarging realm of activities, and rapid change represent the most distinctive characteristics of professional life today.

Moreover, an emphasis on basic theory and principles in professional instruction lays the foundation for further general intellectual development. In a four-year college program the student cannot master all knowledge, whether it be in relation to her career, or the more inclusive subject-matter fields. She needs, instead, to leave college aware that she must continue to grow intellectually. When professional instruction creates the desire to learn and establish the necessary knowledge of fundamentals and the intellectual capacity to do so, it also inculcates the traits of character and mind that distinguish the liberally educated person. For the liberally educated person is above all an individual who has an open mind and a curiosity about life. Such conditions of mind depend on a supporting scheme of values which include a sense of humility, and a deep feeling of obligation for the welfare of mankind. Any educational program, whether professionally oriented or not, which cultivates these qualities of character and intellect may be said to be contributing to a liberal education.

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[7] *Ibid.*, p. 165.

Much remains for colleges to do in order to break up long-standing patterns of instruction and to abandon the excessive emphasis on mastery of details and specific skills. To the extent that all schools, as some of the most dynamic are now doing, aggressively undertake the task of redefining the nature and content of collegiate education in nursing they will make possible the realization of the goal of preparing the student for a lifetime of growth as a professional person, as an individual, and as a citizen.

Implementation of Recommendations

An increase in the study of liberal arts subjects; greater emphasis on instruction that contributes to efficiency in the wider areas of life as well as in a career; concurrent study of liberal arts and professional courses; and stress on principles rather than techniques in the professional curriculum represent the emphasis needed to ensure the rounded education of the nurse for the varied activities of life, professional and general. The effectuation of these proposals will require numerous changes in the curricula of many colleges of nursing.

It is not enough to name courses that should be eliminated, added, or modified. A comprehensive plan must be developed in terms of the various local institutional factors that influence curricular practices. An analysis of these forces is needed because to a large degree they ultimately determine the major types of efforts needed to effectuate change. A review of the findings of this study concerning the factors that determine the content of nursing curricula and the kind of influence they exert may be helpful in illuminating the recommendations for change.

THE UNIVERSITY AND COLLEGE SETTING

The character of the institution in general, whether a college or a university, in which the division of nursing is located can very greatly affect the breadth of the program of studies. This influence can be exercised through the office of the president, by means of university self-studies, or through bodies having general supervisory authority over the curriculum as, for example, an academic senate. The president can exercise leadership not only because of his general status, but because he fills appointive and administrative positions and, in well managed institutions, has decisive powers in developing the budget before it reaches the trustees. If the president takes initiative in defining educational purposes, he can employ the powers inherent in his office to bring the institution into conformity with the fullest meaning of liberal education. He can restrain, if not eliminate, the entrenched divisive forces of specialization, in both the academic departments and professional schools, that now enfeeble the historic purposes of higher education in developing broadly cultivated human beings.

By instituting general university self-studies carried out through a branch of his office, the president can assist in building purposes and programs consistent with the basic concepts of a liberal education. These studies may take many forms, such as inquiries into the number of liberal arts courses required by the various units of the institution or an examination of the intellectual quality of courses and programs. The greatest effectiveness of such studies lies in raising questions of educational policy above the special commitments and educational interests of particular schools and departments. If investigations of this type are pursued systematically, and the results publicized with critical comment, they can result in turning the attention of faculties to the need for broadening the general foundation of professional curricula. Such reviews of the purposes and the programs of professional schools, and of the departments in the liberal arts colleges as well, can stimulate greater interest in the study of liberal arts subjects.

Lastly, agencies representing the whole faculty, such as an academic senate or a curriculum committee of all divisions, can also exercise a positive influence in enlarging conceptions of the purposes of professional education. The powers of such agencies usually arise out of the responsibility of the faculty as a whole to determine degree requirements. The scope of such powers varies greatly. At some colleges, groups of this type have extensive authority, which makes it possible for them not only to set degree requirements in the large, but also to review the content of specific courses in all curricula. As a result they can be specific about minimum requirements for all programs. In some institutions they determine the breadth of general education by requiring all students to pursue a certain number of courses in each of the major branches of knowledge, or a series of courses of the general education type. They can, where they have the power to do so, approve or disapprove whole sequences of instruction or individual courses in professional schools on the grounds of their appropriateness to the larger purposes of the institution.

As in the case of the president and of university self-studies, the essential reason why agencies representing the whole faculty are more likely to favor broader goals for higher education is that they are more concerned with the whole education of the student than are the dominant persons in departments or schools. Agencies representing the university as a whole are less concerned with empire building in a subdivision of the institutional structure. They are in a better position, therefore, to consider the issues involved and to develop basic curricular patterns reflecting the comprehensive purposes of the institution.

This study has attempted to assess the actual influence of these three forces in the university in broadening the programs of colleges of nursing. Specifically, an answer was sought to the question whether colleges of nursing seemed to have been influenced by these forces to broaden their curricular offerings. The cases used to obtain an answer to this question were too few in number to justify definitive generalizations, but the results are highly suggestive. It was evident that in some institutions the influence of one or all of the factors mentioned had definitely caused colleges of nursing to increase requirements in liberal arts subjects and had also probably exerted some influence on the types of courses chosen.

On the negative side it was equally clear that in many universities, so far as curriculum reform was concerned, there was very little educational leadership in the central administration. In such cases the responsibility for taking initiative with respect to the organization of a program to achieve the broader goals of higher education fell squarely on the nursing faculty. Where there is no central concern with these matters the initiative must often be taken in the face of opposition by, or lack of interest on the part of, other professional schools and liberal arts departments as well. At certain universities several recent actions by the united forces of professional and liberal arts faculties have regrettably weakened or destroyed well established programs of general education. These actions have usually occurred where the central administration either sanctioned them or was too busy with other matters to prevent them. Under these circumstances only the courageous and independent action of the college of nursing can ensure that the essential general education will be available to their own students.

Even when the central administration in the university is disposed to assume leadership in the initiation and support of efforts to assure a sound general education for all students, the college of nursing must nevertheless itself forward this objective. For where the faculty in nursing places a higher value on specialized professional instruction than on courses which extend the student's vision beyond his chosen calling there are innumerable ways in which they, like any other faculty, can make nugatory curriculum decisions at the university level. Obstructionist tactics range all the way from outright refusal to cooperate in plans for general university requirements to dilatory tactics, a more covert but equally effective form of opposition, in implementing the recommendations of university agencies. Consequently, though the president's office, all-university curriculum committees, and self-studies can exercise vital influences in directing the curriculum toward broader goals, the success of these endeavors in the end depends to a large extent on the dedication of the faculty members in the college of nursing.

RELATIONS WITH THE LIBERAL ARTS COLLEGES

A second major factor in the achievement of the purposes of liberal education is the joint consideration of the issues of higher learning by the liberal arts and the nursing faculties. Although the strength of the commitment may vary, the liberal arts college on any campus may still be presumed to be dedicated to the preservation of the traditions of liberal education. To the extent that the college dedicates itself to the effort of designing the essential professional instruction with broad instruction in the liberal arts disciplines, the goals of liberal education are more likely to be achieved.

This study revealed, however, that there is an appalling lack of consideration of common educational problems by faculty members in liberal arts colleges and in nursing schools. Such joint actions as do take place are usually limited to administrative officers, such as the deans and directors of programs in the college of nursing and their counterparts in the liberal arts college. These exchanges customarily treat matters of housekeeping or technical questions as, for example, scheduling the class hours and adapting science courses to the special needs of nursing students. Combined treatment of the broad issues of higher learning appears to be rare. Hence, there is little opportunity to consider how the goals of a liberal education might be more fully achieved within the framework of the total nursing curriculum. Yet one of the findings of a study of engineering education led to the conclusion that programs of general education for engineers flourished best when they were developed by faculties of liberal arts colleges and of engineering working together *ab initio.*[8]

[8] Committee for the Humanistic-Social Research Project, *General Education in Engineering* (Urbana, Illinois: American Society for Engineering Education, 1956), pp. viii-ix, 36-41.

The data gathered in the present study showed that the liberal arts college has made little effort to define a positive program of studies for the guidance of faculties and students in professional fields. When asked what pattern of course requirements they believed instructors in the liberal arts college considered desirable, members of professional faculties demonstrated no consensus of opinion.[9] They had no definite conception of the kind of program their liberal arts colleagues considered the basis of a general education. In part this lack of consensus doubtless resulted from the fact that members of professional faculties did not know the views of their colleagues. If, however, liberal arts colleges have clearly defined the type of program essential to the achievement of a liberal education and have promulgated this concept, professional faculty members should know what it is, even if they disagree with it. And if both groups worked together in designing general instruction for professional schools there would doubtless be greater agreement as to the types of instruction required to achieve the envisioned goals.

Faculty members in professional schools apparently look to the college for models or guidance in setting their own requirements. In a university in which the liberal arts college sets a distribution requirement for its own students the professional schools are likely to follow suit. If the college permits its students to round out their education by electives in the various departments, professional schools frequently act accordingly. In the absence of positive leadership from liberal arts colleges in the development of a program of general studies professional schools have required or advised their students to take nonprofessional instruction related to their future careers. It would thus seem likely that if liberal arts faculties designed a pattern of courses that professional schools could see was clearly directed toward the achievement of the ends of liberal education, these schools would modify their common policy of recommending career-related subjects. Until colleges take such steps most professional schools will doubtless employ their own specialized interests as criteria in determining course requirements or worse still simply allow students to make a random selection of courses without rhyme or reason.

The conclusions justified by this part of the inquiry are that (1) professional contacts among members of nursing and liberal arts faculties are too few and too little concerned with educational issues; (2) liberal arts colleges have generally not assisted professional faculties in identifying the specific instruction which will provide a basic general education; (3) in the absence of such help nursing faculties have tended to choose for their own students courses in the liberal arts college which extend their knowledge of the professional field itself rather than enlarging the student's general knowledge and cultivating broader intellectual interests; or (4) have permitted students to elect courses at random. The conclusion seems justified that liberal arts colleges ought to revive considerations of the historic mission of higher learning for promoting liberal education and cooperate with professional faculties in designing curricula consistent with this important mission.

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[9] Dressel, *op. cit.*, p. 53 (Table 37).

THE COLLEGE OF NURSING: DEAN AND FACULTY

The role played by the college of nursing itself is the key factor in arousing student interest in broad education. It is, of course, necessary that this unit lend its support to general university policies concerned with the more comprehensive purposes of higher education. But the college of nursing, whatever the power of initiative or review of superior bodies, essentially controls the organization of the professional program and must therefore take responsibility for its aims and content. The amount of nonprofessional instruction included in the curriculum normally depends on the decision of the nursing faculty. Nursing faculties, therefore, have a responsibility to see that the curriculum contains instruction providing knowledge essential to understanding professional problems as well as to live intelligently in the larger spheres of life. Only as colleges of nursing themselves see the desirability of broadening the curriculum by including more liberal arts courses will their graduates receive the generous education required to live fully and wisely in this complex world.

The dean's role in directing the curriculum of a college of nursing toward the goals of liberal education is crucial. The Dressel study showed that nursing faculties considered deans to be more favorable to the study of liberal arts subjects than they were themselves.[10] This point of view was borne out in personal interviews. Deans, because of their over-all responsibilities in planning the curriculum and their positions within the university could be expected to have a broader view of the purposes of professional education. They ought to see—and many do—more clearly than instructors concerned with career competence, the importance of a wide range of substantive knowledge outside the field of nursing.

Some deans have taken the initiative in reorganizing the professional program in accord with the theories previously discussed. Their efforts have done much to enrich the intellectual content and increase the vitality of instruction in nursing by reducing attention to details and techniques and increasing the emphasis on qualities of character and mind that will enable the student to continue to grow as a person and as a nurse. The enlargement of purpose in colleges of nursing, especially the achievement of the broad aims of liberal education in the years ahead will in large measure depend on the energetic leadership of deans.

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[10] *Ibid.*, pp. 50; 52 (Table 35).

It has been observed at several points in this report that many faculty members in colleges of nursing take a relatively narrow view of the purposes of the program. They visualize the objectives of all courses in relation to professional preparation. This restricted outlook in part accounts for their failure to extend the scope and variety of instruction to reach the broader objectives of sound professional education. This generalization must, however, be qualified. (1) There are some instructors in colleges of nursing who have a capacious view of education for nurses, in fact a less vocationalized conception than some faculty members in liberal arts colleges; and (2) nursing faculties exhibit broader curricular interests generally than the members of the seven other professional groups studied by the Institute of Higher Education. The potential exists, therefore, for incorporating a sizable portion of instruction in liberal arts courses.

One item in the Dressel survey reveals a real potential for broadening nursing programs. Faculty members in schools of nursing were asked whether they would favor an increase in liberal arts subjects at the expense of professional courses, and how they believed their colleagues would react to this suggestion. Almost half (43.4 per cent) in answering the first question stated that if necessary they would be willing to shorten the professional program to include more liberal arts courses. But only 19 per cent believed that their colleagues would be willing to take such a step. This sharp discrepancy between the actual position of instructors and their assessment of their colleagues' views may explain the limited progress toward a broader curriculum. Apparently faculty members have been hesitant in advancing their views because they consider them unpalatable to their colleagues. If faculty members in nursing schools throw off the deadening hand of "the conventional wisdom" in regard to this matter and courageously speak out, substantial results could obviously be quickly achieved.

One should be hesitant in passing judgment on nurses' excessive concern with the preparation of their students for practice and the consequences of this point of view in limiting the study of liberal arts courses among student nurses. These faculty members have had to struggle with grave problems in organizing collegiate nursing programs and getting them firmly established among the professional divisions of higher education. Moreover, the students, motivated by vocational objectives as most American college students are, want to be certain that their higher education prepares them adequately for initial professional competence and advancement. Therefore, even though this study showed that in the abstract they take a broader view of the value of a liberal education than their instructors, the students are far more reluctant to compress the professional curriculum in order to increase the proportion of other instruction. The students' concerns are validated by the opinions of faculty members, deans, and others who point out that the agencies which hire graduates of nursing schools expect a high level of technical performance. The idea that the recent graduate should assume full responsibility for professional assignments without supervision or additional training stems from the tradition in nursing education of emphasizing skills rather than general knowledge.

It is true that three years' performance of professional duties in a hospital usually makes the student competent to execute all but the most specialized tasks of her vocation. On-the-job training of this kind, however, can be called educational only in the sense of developing technical skills. If the student has learned anything besides skills she has done so solely as a result of her own capacities, interests, and efforts. The traditional view that the student ought at graduation to be prepared to practice the arts of her calling without supervision or further instruction has obstructed the efforts of faculties to expand the curriculum into the liberal arts fields. Hence educational purposes aimed at developing the breadth of mind necessary for continuous growth rather than for the repetitious use of specific skills, and for building the broad understanding of the liberally educated human being rather than the particularized outlook of the specialist, have by force of circumstances been neglected.

The nursing profession has also had difficulty in securing adequate financial support in institutions of higher education for a program which hitherto was supposed to be economically self-sustaining through the exchange of service on the wards for education in the classroom. Students in nursing have traditionally paid for their education by working in hospitals. Education for nurses has, therefore, become associated with the round of duties the student performed. Only recently has the public begun to realize that it ought to assume responsibility for financing instruction in nursing just as it does in all other types of higher education. The laudable efforts to gain status in the academic community have dissipated energy that might otherwise have been used in redesigning the curriculum for the more inclusive purposes of modern nursing practice and for a more effective citizenship.

Consideration of the basic revision of the nursing curriculum has also been obstructed and action delayed by shortages of faculty members trained to teach on the college level. The proportion of graduates in nursing educated in a collegiate nursing school is still only about 15 per cent of the annual total. Consequently, relatively few individuals are available who understand the newer conceptions of higher education for nursing and who are qualified as educational leaders. This situation will, of course, change (it has already begun to do so) as college graduates in nursing each year assume professional responsibilities.

Finally, the matter of attaining status in the academic world has involved intricate relationships with, and the education of, academic persons outside the profession. College and university faculties in established fields, and especially members of liberal arts departments, are little informed about nursing education. Nursing faculties have had, therefore, to enlighten their colleagues in other divisions about the content and special problems of education in nursing.

Energetic leadership by the dean can counterbalance the narrowing influence of the traditional concept of nursing education as the faculty goes about the task of reorganizing the curriculum. But in addition, two administrative devices employed by some colleges of nursing seem to offer singularly good opportunities for dealing with difficulties of the type mentioned above. The first of these, total faculty involvement in planning the whole curriculum, has the virtue of producing a broader concept of educational purposes throughout the faculty. Of necessity it forces all the persons in the various specialized divisions of instruction and administration into a consideration of all facets of the total educational program. Thus the various specialized interests are kept in check. Moreover, when the entire nursing faculty has the responsibility to justify each educational experience duplication of instruction is minimized and greater attention is likely to be given to broad theoretical foundations. These mutual activities also create the *esprit de corps* essential in attaining institutional status and in gaining acceptance for nursing education in the entire academic community.

The values of full faculty participation will be enhanced if judgments rest on facts about nursing education in general and about the local situation in particular. Self-studies, therefore, in which the faculty examines statements of the philosophy of nursing education and the relation of theoretical views to actual local practices can be exceedingly helpful. Self-studies also raise basic issues concerning the aims of higher learning that are likely to result not only in the improvement of the professional curriculum but also in an increase in the number and range of requirements in the broader liberal arts fields. Where the faculty in nursing also enlists the assistance of members of the liberal arts departments, self-studies and internal planning can be enriched by wider knowledge and differing views. Such cooperative efforts usually result in better relations between the two units and in the reorganization of instruction in the academic fields to accommodate more fully the general education needs of professional students.

In sum, though colleges of nursing face many problems in redesigning their programs to achieve some of the purposes of liberal education, they also have available resources which hold great promise for success in these endeavors. Nursing educators have a more positive attitude toward the liberal education of their members than the teachers in the other professions. They also seem to have a fuller understanding of the value of liberal studies. What is needed now to broaden the nursing curriculum are forthright statement and pertinacious effort. On the individuals in the profession with the most enlightened views of the nature and purpose of a liberal education rests the responsibility to speak their convictions openly and to encourage positive actions in their implementation. Assuming that deans exercise the educational leadership inherent in their position, that self-studies are a continuing activity, and that the principle of full faculty planning is followed, there is every reason to believe that the advanced ideas of the most forward-looking members of the profession will become general.

PROCEDURES FOR IMPLEMENTATION OF RECOMMENDATIONS

The findings concerning the various forces that affect the curriculum and the type of influence they exercise suggest procedures for strengthening the position of the liberal arts subjects in nursing education. Efforts to accomplish the necessary changes will naturally differ from one campus to another according to local circumstances. One needed activity is a widespread campaign among educators and laymen alike concerning the purposes of nursing education. Another ought to be carried out within individual colleges and universities.

ROLE OF NATIONAL LEAGUE FOR NURSING

Because of the scope of its operations the National League for Nursing has contact with colleges, with the members of the profession who are in practice, and with the public at large. This organization can, therefore, assume responsibility for a nationwide educational campaign on the need for introducing a stronger liberal arts program in colleges of nursing. Through its central staff and its national committees it can assist local groups in the planning and development of new nursing programs. The Department of Baccalaureate and Higher Degree Programs already exercises an important influence through its varied activities. Consideration should be given, however, to the desirability of creating another committee to give special attention to the extension of instruction in nonprofessional subjects, and to the broadening of the professional program through increased stress on principles.

In this connection the experience of the American Society for Engineering Education could be instructive. After World War II this organization established subsections called the Humanistic-Social and English Divisions to stimulate the enrichment of engineering curricula in accord with the recommendations of the Hammond report of 1944. This report made specific suggestions concerning ways in which liberal arts instruction could be strengthened and enhanced in colleges of engineering. According to their original commissions, these Divisions were instructed to:

> . . . obtain grass-roots support for developing programs of humanistic-social studies by involving members of the sociohumanistic and technical faculties and administration.
> . . . concern themselves with and discuss integrated humanistic-social programs, courses, and subject matter.
> . . . promote discussion of the problems of humanistic-social education at meetings of professional groups.
> . . . assist the efforts of all persons and groups interested in development of the curriculum, training teachers, and publishing papers.
> . . . help secure more "able, rigorous, stimulating" teachers.
> . . . secure interest in the work of the Divisions from all academic personnel and "arouse more interest in teaching engineers." [11]

The work of these groups has been highly successful in promoting interest in breadth of education for engineers. In 1954, for example, they provided the impetus for the organization of the Committee for the Humanistic-Social Research Project, which, under a grant from the Carnegie Corporation of New York, studied general education in the curricula of many schools of engineering. By studying its report, *General Education in Engineering,* national committees in nursing, and local faculties as well, could gain valuable insights into the efforts of outstanding engineering schools in enriching the general education of their students.

[11] Stuart W. Chapman, "Progress of the Humanistic–Social Division," *Journal of Engineering Education,* Vol. 44 (November 1953), pp. 192-96.

Undoubtedly, the League would need to aim its educational campaign more directly at the public and at university authorities than the engineering group proposed to do. Moreover, it would need to create comparable groups appropriate to its own personnel, organization, and tasks. The important point, however, is that a specific body charged with the responsibility of continuously studying the position of liberal arts courses in nursing curricula, and reporting to the membership on proposed actions for improving current practice could be immensely useful. Such a group could be most effective if it were composed of informed, strong, and independent thinkers, chosen from the League's officers, the staffs of colleges of nursing and, perhaps, from the public at large. Positive action of this type by the League to reach a wide audience would do much to strengthen liberal arts education in nursing programs (and the whole profession) and thus ensure a richer education generally for nursing students.

A group of this type might also advise local nursing faculties in reorganization of professional instruction. Since curricular experimentation of this kind, with a few notable exceptions, is relatively recent and uncommon, colleges of nursing could benefit materially from an interchange of experience. Information about new approaches to such matters as the organization of course content, methods of arranging for clinical instruction, and the development of new instructional procedures could be readily disseminated.

JOINT COMMITTEES OF LIBERAL ARTS AND NURSING FACULTIES

A second recommended procedure for achieving an effective program of liberal education in colleges of nursing concerns the organization of joint committees of members of liberal arts and nursing faculties. The previously mentioned engineering report emphasized the value of such committees. Margaret Bridgman endorses this general proposal in the following words:

> A reasonable premise . . . should be that all those engaged in the educational process are constantly aware of changing needs and mutually concerned with providing the best education for all groups. In some cases geographical separation between the nursing and prenursing units makes such conferences difficult, but mutual understanding and the development of an integrated program cannot be achieved without them.[12]

The precise nature and purpose of meetings between members of liberal arts and nursing faculties can only be determined by the problems and circumstances in a particular university or college. They should, however, have as their dominant goal the identification of a minimum program necessary to provide the essentials of a liberal education for nursing students. These cooperative efforts are most likely to succeed when they are initiated first in connection with the examination of specific issues, such as assigning students to sections in liberal arts subjects, or organizing special science courses for nurses. This sort of activity requires joint planning on easily manageable problems and can, therefore, provide a natural point of departure for the discussion of larger issues. Moreover, these activities generally succeed best when they take place in a formal setting, such as in a continuing committee of both faculties, rather than under an *ad hoc* arrangement. Since the problems of organizing a program for liberal education can never be entirely resolved, the rotation of membership in such a committee can provide an excellent in-service training for new as well as experienced members of the faculty.

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[12] Bridgman, *op. cit.*, p. 137.

A joint committee of liberal arts and nursing faculty members could consider a wide range of problems and issues. First, such a committee might consider means to implement the League's recommendation that roughly half of the total nursing curriculum be allocated to liberal arts courses. The adoption of this standard would entail discussion of the types of courses best suited to the general education of nurses.

Second, the question of providing advanced electives and arranging the curriculum to make it possible for nurses to take such courses especially requires exploration. A joint committee might prepare an "advisory list" of upper-division liberal arts courses that do not require extensive prerequisites and are suited to the purposes of general education. Such a list would be particularly helpful in advising nursing students, for many members of nursing faculties at the present time lack the necessary information for sound advice on liberal arts subjects. Moreover, if nursing students are to have the opportunity to take a minor in a liberal arts subject, special sequences ought to be devised for this purpose since liberal arts departments do not ordinarily make such arrangements for professional students. A joint committee could also assist in arousing and sustaining the interest of liberal arts departments in minors of this sort and in all the other problems with which schools of nursing have to deal.

Third, the creation of such a committee provides the least offensive mechanism for considering overspecialization in liberal arts courses. By engaging members of liberal arts faculties in discussions of the broader education of nursing students, questions can be raised concerning the kinds of courses best suited to provide a general cultural background in the limited period available for such studies in a professional program. Where the relations between the liberal arts and nursing faculties are already well established, a joint committee can without danger be set up to consider such an issue. Where the two groups have not been accustomed to working together other, more minor, issues might serve as a more diplomatic point of departure for the indoctrination of liberal arts faculty members in the problems nursing students face in obtaining a general education. One bold way of arriving at the point where the content of the liberal arts courses could be examined amicably might be to begin by inviting members of liberal arts departments to assist in the planning of nursing courses. Such a process, if skillfully handled, could demonstrate the disadvantages that lie in overspecialization of all kinds, and thus direct attention to the need for more general courses in the liberal arts disciplines.

Finally, a joint committee of members of the liberal arts and nursing faculties could set the example for the development of a greater harmony of interest in the university or college community at large. The present divided state of educational interests in most institutions of higher learning makes difficult the development of the sense of a common mission that once distinguished American colleges. Any step that brings faculty members together from various divisions to consider the nature and purpose of the educational program could not help having beneficial results in restoring a needed unity to higher education.

CONCLUSION

Nursing education is now obviously ready to take quick and long steps toward the goal of a more liberal education for nurses. Much must be done to change prevalent ideas among members of the profession, educators generally, and the public, if solid support is to be gained for an enhanced program of liberal arts instruction in nursing curricula. The professional course must be revised to allow an increase in nonprofessional subjects and to bring technical instruction into conformity with the larger purposes of all higher education. Fortunately nursing education and the profession at large has its full share of courageous leaders who fear neither innovation nor the inevitable criticism that accompanies it. The leaders of the profession have the vision of the value of a sound liberal education in the improvement of nursing professionally, publicly, and materially.

By making the values of liberal education central in its educational program nursing can show the public that something more than a skilled specialist is needed to serve the nursing needs of modern society. By increasing the breadth of the student's education it can provide the intellectual vitality necessary for long term growth and the capacity to adapt to the ever more complex tasks and accelerating change in the health services. By giving greater attention to those areas of learning that provide understanding of life as a whole, these schools will prepare the nurse to assume a larger share of responsibility in general community life and thereby increase public recognition of her position. Moreover, enlarged opportunity for personal development inherent in a fuller and richer education will attract high-caliber students to nursing.

These actions of the nursing profession with regard to liberal education do not concern it alone. They affect the whole of higher education. Not only does the long-term growth in the ratio of enrollments in professional schools continue, but the nation has become specialist-conscious as a result of the recent advances of the Soviet Union in science and technology. Too many benefactors of higher education tend to support enterprises which aim solely to increase the material resources of the nation. In some extreme cases there have even been proposals that higher education ought to limit its functions to preparation for the practical activities of life.

Hence, at this critical juncture the action of a single professional group dedicated to the ideal of a generous education for work and for the other multiform activities of life could influence the future development—the whole purpose and program of higher education in the United States. Whatever group takes this initiative can demonstrate that a democracy needs specialists trained not only in the skills of daily practice, but also in the free exercise of their minds, in the readiness and ability to criticize, and in the willingness to act morally in accord with the truth as their conscience dictates.

It is essential that professional groups take initiative now to preserve the heritage of liberal learning, for in an age in which man's highest achievements may number his remaining days with orbital precision and cosmic power, the human wisdom that springs from genuine liberal education is of momentous consequence. No group which would aspire to the elevated status and position of professional leadership can, in the present, fail to make liberal education an integral component in the education of its future members. This is the challenge which faces the ancient profession of nursing.

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